

# THE **DEAF** **AMERICAN**

THE NATIONAL MAGAZINE FOR ALL THE DEAF

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NOVEMBER 1979

## DEAF PEOPLE WORKING IN U.S. POST OFFICE JOBS



Two deaf employees of the Richmond (Virginia) United States Post Office are shown working as multiposition letter sorting machine (MPLSM) operators. Eighteen deaf workers have qualified under a joint project of the Virginia Department of Rehabilitative Services and the Virginia Postal Service. (Story on page 3.)

# The Editor's Page

## Crisis at Lexington School

On October 29, teachers at the Lexington School for the Deaf in New York City returned to work after a four-week strike. They were prompted to do so by a threat to close the school and to disperse approximately 360 students to other schools.

The Lexington School is a private facility with some State of New York funds provided to pay teachers salaries at the same level as those at the Rome School for the Deaf, the only one in New York owned and operated by the state. The Lexington teachers contended their salaries are about 20 percent lower than other New York City public schools.

Lexington's board of trustees turned down a suggestion that a salary increase be paid out of its private, i.e., endowment, funds. Appeals to Governor Hugh Carey's office failed to evoke immediate assistance, but a promise to look into reclassification of the teachers at the school at Rome, which would, if successful, mean higher salaries at the Lexington School.

The salary crisis at the Lexington School points up the near impossibility of private schools keeping up with inflation. The Pennsylvania School for the Deaf at Mt. Airy has been experiencing extreme difficulties for several years. Without additional state funds being voted, the school would have been forced to close as endowment resources were depleted.

## Deaf Juror in Washington State

It finally happened! In late summer, John G. O'Brien of Seattle, Washington, was drawn for jury service and stated his desire to be empaneled despite his deafness. He was chosen to sit in on a drug case and provided with an interpreter.

We understand John came through in fine style and enjoyed his experience. We hope he will favor us with a firsthand account.

With the Washington State precedent, it is likely that other deaf persons will serve on juries—unless they exercise their right to be exempt.

## Index to Volume 31

We cannot understand how she did it in such short order but Edith Kleberg, NAD librarian, has far excel-

led her previous endeavors in compiling the index to Volume 31 of THE DEAF AMERICAN printed in this issue. She has even provided references to pictures.

Edith informs us that she is working on indexes for the volumes not previously covered—which means quite a few.

## Ooops Department

Identification of pictures appearing in THE DEAF AMERICAN is often a problem. It is surprising that over the years not too many mistakes have been made, but we have had **some**.

Our July-August issue had a picture of a young deaf boy and a lady on the cover. The caption information: "Cindi Seyler and young Jesse." We assumed that Jesse was the lady's son.

Wrong! Jesse Crawford is the son of Mrs. Mary R. Crawford of Lincoln, Nebraska.

## Subscriptions and Subscription Complaints

The Editorial Office of THE DEAF AMERICAN in Indianapolis is **not** the place to send subscriptions and subscription complaints. Still we forward to the NAD Home Office what comes our way, including those postage due notices of change of address which the post offices send us quite frequently despite the statement in the masthead on this page.

## Our Cover Logo

Several readers have written to ask why the DA logo was changed to the previous one starting with our June issue. Two reasons: In changing printers we did not have the original art work but had the previous logo in our files; some questions had been raised about the "missing top" of the "F" in the word DEAF.

We have a revised logo in which the "F" has been redone. Do our readers have any preference between the revised design used for a year up to our June issue and the older one used recently?

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# Deaf People Working In U.S. Post Office Jobs

By JOSÉ A. LAFITTE, Ed.D., FRANK PUCKETT, JANET W. DAVIES, EDITH CHAMPAGNE  
Virginia Department of Rehabilitative Services

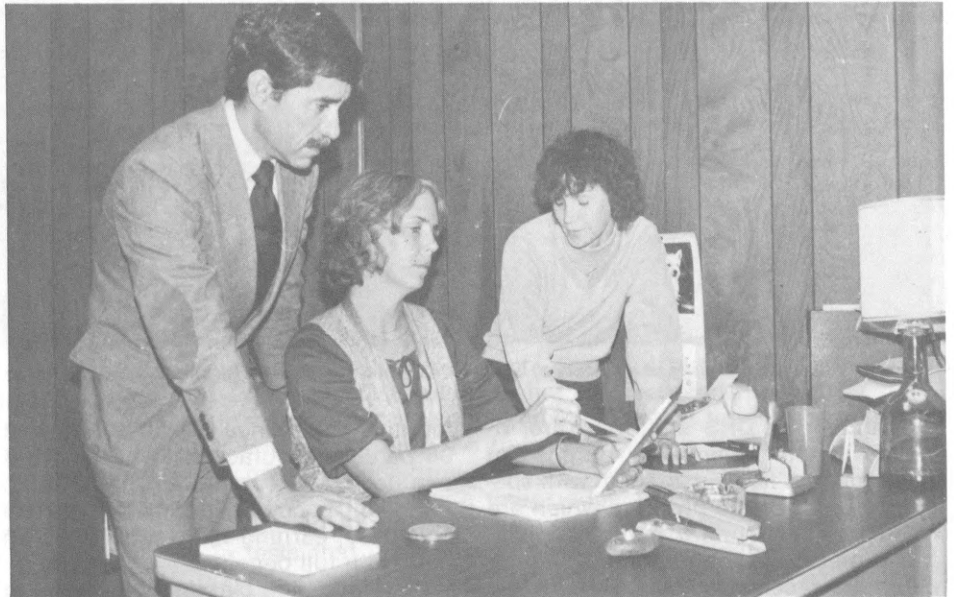
A very successful project has started in Virginia to place deaf people on jobs in the Postal Service. This project is part of an Affirmative Action Program between the Department of Rehabilitative Services (DRS) and the Virginia Postal Service to hire qualified handicapped persons for jobs in the Postal System. The original goal of this project was to place 18 qualified deaf clients in the Richmond Post Office as multiposition letter sorting machine (MPLSM) operators. This pilot project began in October 1978. Other post offices in Virginia have started projects like the one in Richmond and the goal of the program now is to expand the project throughout the state.

The Postal System has developed guidelines for Affirmative Action Programs. Postal managers can now fill vacant positions through noncompetitive procedures with qualified severely handicapped applicants. The term "noncompetitive" means that the deaf person is provided with modified examination procedures, special adaptations or specific job modifications to eliminate possible attitudinal, architectural or communication barriers to employment. The purpose of these considerations is to assess the skills of the disabled person that are directly related to performance on the job rather than the handicapping conditions of the disability.

The eligibility requirements for the applicants in this project include certification from the rehabilitation counselor stating that 1) the applicant is severely disabled, 2) the applicant has the ability to perform the required job duties, 3) the applicant is capable without danger to himself or others and 4) the applicant is able to maintain himself independently in the work environment.

The LSM is a rather complicated and sophisticated machine designed to process 60 letters per minute. It is operated by 18 workers, 12 of whom are seated along one side reading zip codes from letters and operating a keyboard to sort them into different locations. The

*Dr. Lafitte is the State Coordinator of the Hearing Impaired Program and director of the project described in this paper. Mr. Puckett is a vocational evaluator and coordinator of the project. Ms. Davies is a rehabilitation counselor with the deaf; Ms. Champagne is a counselor-aide. They are all employees of the Virginia Department of Rehabilitative Services.*



Dr. José A. Lafitte, Janet Davies and Edith Champagne at work reviewing the project at the Richmond Post Office.

other six employees perform various tasks to keep the flow of letters constant. There is a regular duty rotation so that all employees perform all the duties during the working day. The noise factor is distracting for hearing workers, and headphones are provided for comfort and protection. For the deaf workers, however, this noise is not as distracting and it does not generally interfere with their performance. Other jobs are now being considered by the Vir-

ginia Postal System in which handicapped persons will be considered, such as computer forwarding machine operators, custodians, carpenter's helpers, mail handlers, office machine operators, stock clerks and laborers.

The Department of Rehabilitative Services has designated staff members to develop and implement this project. The director of this project meets regularly with George Trexler who is coordinator of the project for the Postal Service. They both meet with postmasters throughout the state who are interested in starting similar programs. The specific aspects of the project are explained and if the postmaster decides to initiate a similar project, commitments are made at these meetings regarding job openings and dates when clients will be employed.

A Sensitivity Workshop on Deafness is conducted by the director of the project and his staff. This is a one-day workshop in which selected Postal Service staff participate. Specific topics in deafness are covered, such as handicapping effects, language development, medical and psychological effects of deafness and communication methods used by deaf people. As a result, staff members become more aware of the special considerations and ways of dealing with deaf people at work.

Tours of the Post Office facilities are



A deaf client of the Virginia Department of Rehabilitative Services is being instructed by a post office trainer officer.

## Adelphi University Film Wins Numerous Awards

The multi award-winning film on deafness, "Daddy, Can I Hear the Sun?," produced by The Film Company of Adelphi University, Garden City, Long Island, New York, was screened at the Magno Review Theatre, MGM Building, Avenue of the Americas, New York City, on November 1. The invited audience consists of professionals in the medical social service and non-profit fields who specialize in the problems of hearing-impaired and deaf people.

Dr. Sam Rosen, internationally known surgeon who perfected an operation to restore hearing in patients suffering from otosclerotic deafness, has taken a specially dubbed version of "Daddy, Can I Hear the Sun?" on his recent return trip to China, where he has traveled extensively, teaching, lecturing and exchanging medical knowledge.

"Daddy, Can I Hear the Sun?" was designed to communicate to both the hearing and deaf audience without the traditional use of subtitles.

Featuring the actual people whose experiences the film portrays, "Daddy, Can I Hear the Sun?" has a powerful emotional impact on both the hearing and deaf audience. As stated by one deaf viewer, "After seeing this film, I am proud to be deaf."

opportunity for career employment, good pay and excellent benefits. Among the benefits, is the opportunity to overcome underemployment, one of the most handicapping conditions of the adult deaf population.



Deaf employees at work at a battery of Letter Sorting Machines in the Richmond Post Office.

conducted for DRS staff who are involved in the project. The purpose of this tour is to familiarize them with specific aspects of the program which are related to their future participation in the project. Each handicapped applicant also receives a tour, which is essential in confirming for both the client and counselor the feasibility of job. This frequently saves time, money and effort on the part of the client as well as the agency. Usually, at this point, the client decides whether or not to continue as an applicant for the position.

A detailed job analysis is performed to identify the specific skills required to operate the Letter Sorting Machine. Following the job analysis, an evaluation battery is developed. This battery consists of a combination of standardized vocational tests and work samples designed to assess skills that are closely related to job performance such as visual acuity, clerical perception and manual dexterity.

Counseling is provided on an ongoing basis during all phases of the project. This involves vocational as well as personal counseling. A great deal of information is given to assist the client in making decisions regarding the future. All aspects of the project are made clear and discussed with the applicants to avoid misunderstandings. Sign language interpreters are provided, when necessary.

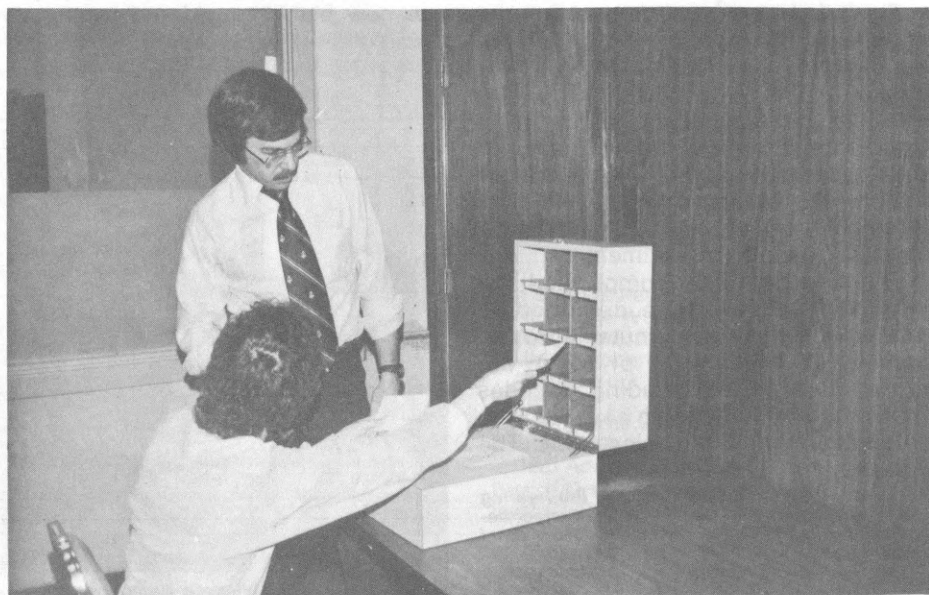
Placement services are coordinated between the DRS staff and the Post Office. A Selection Committee of DRS and Postal Service staff make recommendation for placements. Clients are then hired as "casual" employees performing primarily manual distribution duties. Training usually requires three to four

months. The trainee must pass a test at 98 percent accuracy for 60 letters per minute. Upon completion of training, the client becomes a parttime, flexible employee, earning more than \$7.00 an hour with full benefits.

Sign language classes are offered to Post Office personnel before actual employment of deaf applicants. This training helps the staff to communicate with the deaf employees the very first day on the job.

The Virginia Council for the Deaf provided most of the interpreter service for the projects throughout the state. Fred Yates, Executive Director, has given the full support which has been essential to the success of this project.

For the deaf employees, working for the Post Office has meant job security,



Frank Puckett is evaluating a client for work in a post office position.



# Training Opportunity For Professionals At New York State Mental Health Project

By JEAN BADANES, M. A.; SYED ABDULLAH, M.D.; and ROBIN LEVINE, M.S.W.

Historically apprenticeships and training have been offered in business and the professions to develop new talent. Nowhere has this need been more imperative than in the area of mental health services for the deaf. Because this is a multi-disciplinary service, the training facilities had to be diversified and tailored to specific needs.

Mental health services for the deaf in New York State began in 1955 as a research project and an out-patient clinic at New York State Psychiatric Institute. The researchers who were responsible for these services found an in-patient facility would be essential in order to provide a comprehensive mental health program to this handicapped population. In 1963, a coeducational ward for 30 psychiatric deaf patients was opened at Rockland Psychiatric Center representing the first of its kind in the world.

Very little was known about the patterns of mental illness in the deaf, its optimal management and treatment. A process of learning, accumulation of data, research and training, all went on simultaneously. We had to establish our own guidelines based on our experience, observations and clinical research. For the first few years this program was Federally funded and in 1966 was established as a permanent unit of the New York State Office of Mental Health.

In addition to all the obvious services offered to its patients, an integral part of this unit's program has been on-the-job training for staff and internships for graduate students from accredited universities nationwide. These internships are closely supervised and ratings are sent to the university advisors so that proper credit can be given to each student.

The team that was responsible for the opening of the in-patient facility had worked with out-patients for eight years, during which they felt that one of the requisites for successfully working with this population was that personnel at every level (aides to psychiatrists) be trained in the communication modalities used by the deaf population. This includes signed English, Amslan, speech-reading, pantomime, gestures, communication through drawing—in other words Total Communication.

Because of this strong persuasion, an instructor of sign language was included in the initial staff and, after the ward opened, came to the hospital every week and held sign lessons for all staff. As new staff began their careers with the unit, the sign instructor would gear the class to the beginners and continue with the intermediate and advanced levels. At one point it became necessary to employ two instructors because of the increased size of the different levels. These classes still continue after 15 years and are open to all employees of the hospital and to people in the community who are interested.

The deafness unit's staff is composed of all the disciplines: psychiatrists, psychologists, social workers, rehabilitation counselors, occupational therapist, special education teacher, speech pathologist and secretaries, plus a complete nursing staff. From the beginning the unit's philosophy was to offer on-the-job training to its staff. Each week a combined conference and seminar is held which all staff members attend. In addition to discussing patients and other relevant business, staff with expertise in a given area report on any new or interesting findings pertaining to that area.

Except when confidential material is being presented, visitors from all over the world who work with the deaf or are

eager to enter this field attend these conferences for a two-way exchange of ideas and experiences. It is difficult to ascertain just how far reaching the impact of these conferences have been in disseminating knowledge about psychiatric impairment in the deaf persons.

The staff of the mental health services for the deaf has invested a great deal of time supervising graduate students either for internship credit or practicums. Each of the ancillary services has had one or more students working with the unit. These have included social workers, rehabilitation counselors, psychology students, occupational therapy students and a few psychiatrists. Often psychiatrists from other countries have come to us for a few weeks or months in order to learn our methodology, get new ideas to take back to their own programs and even to emulate our entire program. In working with the students, special programs are outlined for each one to meet his or her specific needs.

Our program is multi-faceted, so that training can cover a wide spectrum. The trainee is given experience in participating in our group therapy and is assigned individual patients to work with under supervision, joins in recreation therapy and is given exposure to batteries of psychological tests that are specially useful for the deaf. Trainees have found our videotape media instructive as it records group and individual therapy sessions.

The students are oriented and participate in our outreach programs which include programs in schools for the deaf. We also have programs at Fountain House, a halfway house in New York City. Students are given the opportunity to observe the rehabilitation of former in-patients in various community facilities. For example, the United Cerebral Palsy workshops in all boroughs of New York City, Goodwill Industries Workshop, Altro Workshop, Federation of Handicapped, FECS Rehabilitation centers, Industrial Home for the Blind and the Helen Keller National Center for the Deaf Blind.

At the FECS Rehabilitation Center we not only have former patients in training programs but are presently involved in a shared-timed program with that agency and students from Public School 47, a New York school for the deaf. Our trainees are given exposure to the living arrangements made for our former in-patients. Some of these had been hospitalized for as long as 38 years, others for shorter periods as such required various levels of supervised living. Exposure to the special needs of the individuals living in grouphouses, proprietary home, family-care homes, halfway house apartments and independent living is valuable learning for the students.

Many of the professionals, both deaf and hearing, who have worked with us over the years obtained on-the-job training and became qualified to participate in similar programs in other parts of the country. A number of them have gone on to develop new programs and thus assumed leadership roles. In this way the Rockland Psychiatric Center's Deafness Unit has shared its development and its growing pains with these former staff members. They could then go on to other programs better fortified for their experiences with us. The following is an excerpt from the master's thesis of a social work student, who did her internship in the Deafness Unit:

My first task was to unearth as much information about deafness and its implication upon the development of the impaired individual. As this was my first encounter with deafness in any situation, I had a great deal to learn. The popula-

tion at this state hospital is composed of 30 males and females who are congenitally or prelingually deaf. This means that all the patients became deaf before the age where a normal child begins to acquire language.

My first months on the ward were allocated as an adjustment period. Primary to this adjustment was learning manual communication. I was very eager to begin this process because I was unable to communicate with the patients prior to my obtaining a working knowledge of sign language. That period of time was especially frightening and frustrating for me. Those patients who have high communication skills were eager to find out about this new person, but I could not communicate using words. Several patients came to me when they were upset or agitated and I did not understand what they were saying. Due to my lack of communication skills my supervisor felt that I should spend time learning sign language and familiarizing myself with the agency and the patients. It was felt that natural groups would form around me if I made myself available to the patients.

I started an intensive program to learn sign language with a class every day at the hospital. The remainder of my time was spent in the day room with the patients. As time went by it became evident that this time with the patients would be time well spent. A very special relationship began to develop between the patients and myself. As we would sit in the day room they would teach me sign language and we had the chance to lay the foundation for a trusting and accepting relationship. It is unusual for the worker to be the vulnerable and dependent person in the professional relationship, but this was surely the case with me. I believe that the patients benefited by seeing themselves as the helping person as well as the person seeking help. A truly mutual aid system was created between myself and the patients which was extremely helpful later on when my formal groups were established. The majority of testing and building of trust between myself and the patients occurred during these months.

The following are the examples of my life-space encounters with two female patients during the first six weeks of placement. "I went into the day room and found Ms. E. sitting by herself. She had her arms folded and was rocking. She said she was bored and lonely. She misses Mr. F (her boyfriend) and there is no one to talk to here . . . I don't remember how we changed the topics but we started talking about the care of babies. She said she had no idea how to take care of babies. I asked if she ever took care of younger brothers or sisters. She said never as real babies but she did have to take care of them all the time once they (four younger siblings) were older. She expressed a great deal of anger (her voice was louder, her speech was quicker). She was saying they had been unfair to her. She said she would never go back home even though she has no one here. She said her father went crazy in the war . . ." This encounter with Ms. E. continued for quite some time and the topics changed as one idea sparked another to her. I listened and explored her feelings and fears and then talked about concrete solutions to a few of her expressed needs. My relationship with Ms. E. evolved to the point where I was formally assigned to her case and became her caseworker. The information that I received during our many life space interviews was extremely useful later on in my work with her. In addition, her trust and confidence in me continued to grow to the point where our scheduled meetings met little or no resistance but were seen as a natural progression from our prior involvement.

Ms. N. was one of my most helpful sign language instructors. After it became evident that she liked me personally and trusted me professionally I was assigned to her case. Ms. N. and I never arranged a formal meeting schedule, so my work with her was rooted in the life-space interview method. Eventually we began to go out for lunch once a week but our discussions took place at any time I was at the hospital. One day I sensed that something was bothering Ms. N. She did not greet me when I came in that morning. After about an hour I approached her and asked how she was. She said she had a bad stomach ache and did not feel like talking. A couple of hours later she walked by my office and peeked in. She asked if I was busy and I said no, come on in. She said she was bored but did not want to do anything. I said I was confused about her being bored but at the same time not wanting to do

anything. She said she had four things on her mind and that was enough. I believe that it was important for Ms. N. to know that I would be willing to talk with her at any time, if I was not busy with someone else. It added fluidness to our working relationship which allowed me to make entreaties to her when I felt it appropriate because of something I had sensed or seen.

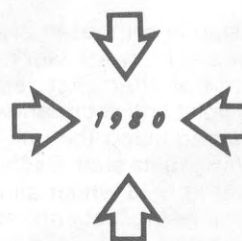
I have incorporated this technique into my everyday experience at the hospital despite the fact that I now have a formalized caseload and group assignment. When I am on the unit, I am available to everyone throughout the day for any type of life-space interview. This has been an enriching experience because it affords me the opportunity to work with the entire client population.

My experience with this especially difficult and unique client population has affirmed my belief in social work as a crucially important, professional helping process. I have had to adapt my skills and knowledge in a way that I first thought would be impossible to achieve. As I look back and reflect on my beginnings at the hospital, I can vividly feel and remember the intense fear and uncertainty. Although this fear and uncertainty will return with each beginning, I am assured of the fact that with time and effort I can use the social work process in its professional helping capacity.

The above student, following graduation, has been employed as a social worker with emotionally disturbed deaf patients.

In the 23 years of our existence, we have collected a wealth of clinical and administrative experience in the establishment and management of a multi-faceted mental health service for the deaf. In the process we have accumulated valuable clinical information pertaining to the relative effectiveness of the various treatment and management modalities most suited for the deaf patients. In some instances our charts go back to the pre-morbid periods in patients' lives compiled in the course of the original surveys. We have done very close follow-up of all in and out patients, so that in a majority of our cases we have the equivalent of longitudinal studies. All this information is offered to our trainees where applicable, and has provided them with an in-depth understanding of dynamics not usually available in comparable training situations.

In the current academic year we have interns in the following disciplines to fulfill their graduate school requirements: social work, rehabilitation counseling, counseling psychology and psychiatric nursing. A student from the latter, whose background included teaching at a deaf school, will go on to pioneer a community visiting nursing service for the deaf. As our facility has gained prominence as a training center for professionals interested in working in the field of deafness, we are getting requests for placement from institutions nationwide. We will continue to extend this aspect of our work within the limits of our resources to provide professionals with the needed armament of knowledge and training as they go forward to participate in this exciting field of endeavor.







## "WHO IS DR. BOYCE WILLIAMS?"

by Richard S. Skyer, Jr.

Dr. Boyce Williams, Director of the Deafness and Communicative Disorders Office of the Rehabilitation Services Administration under the Health, Education and Welfare Department is perhaps one of the most celebrated and authoritative individuals influencing the plight of deaf individuals in America today.

His occupational roles range from the analysis of social and psychological problems encountered by the deaf to establishing federally funded comprehensive rehabilitation programs that support and ensure a quality education to all hearing impaired and multiply handicapped individuals.

Dr. Williams was born in Racine, Wisconsin and was post-lingually deafened at the end of his high school years in 1928 from a bout with spinal meningitis. His father and a vocational rehabilitation counselor persuaded him to attend the Wisconsin School for the Deaf in Delavan to prepare for Gallaudet College. After completion of his high school requirements and the inevitable adjustment period accompanying his deafness, he matriculated into Gallaudet College in Washington, D.C. in 1929. Within three years he was awarded a Bachelor of Arts degree in mathematics. (Note: Only much later in his career was he to receive an honorary doctorate for his outstanding contribution to the welfare of the deaf populace in America.)

Among the many honors he has received throughout his career are these:

1) Honorable LLD Award from Gallaudet College.

2) Daniel T. Cloud Award, for outstanding leadership.

3) National Association of the Deaf Distinguished Service Award.

In September, 1970, an award dinner was given in his name to commemorate his 25 years of work for the Department of Health, Education and Welfare.

In his earlier years after being deafened, Dr. Williams both attended and taught at the deaf institute previously mentioned. It was here that his opinions of the oral doctrine were shaped and which later in his career influenced deaf Americans profoundly.

As the Director of the Deafness and Communicative Disorders Office, Dr. Williams advocates the use of total communication and stated publicly that "The deaf American should be emancipated from the doctrine of rigid oralism." Furthermore, he denounced the philosophy that sign language is detrimental to language acquisition and even encouraged its simultaneous use in conjunction with semi-oral methods.

Perhaps his primary objections towards the rigid oral doctrine was that it seemed to:

- 1) Exploit weaknesses of deaf individuals rather than fortify his/her strong points;
- 2) Disregard other vital educational objectives, only to drill on proper speech patterns and lip reading.

In an interview with the *Deaf American* he continually emphasized the need to re-educate the very people who work with the deaf as to their true educational capacity and to no longer feign

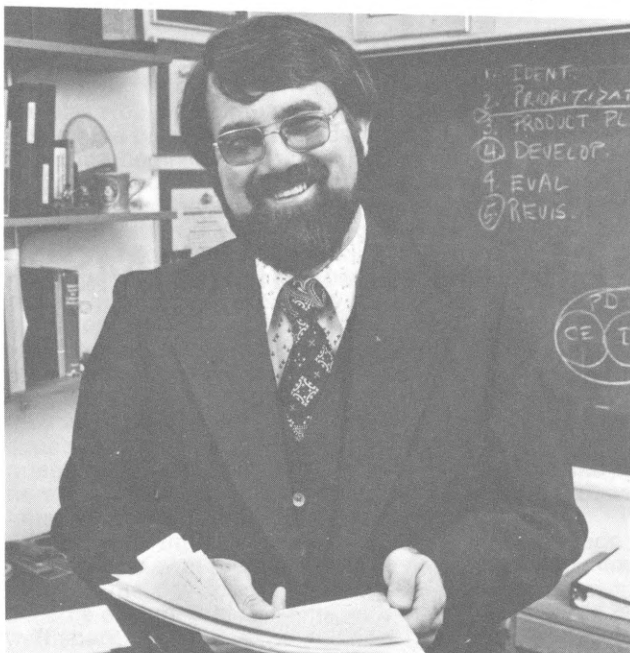
anti-paternalistic tendencies. In several other articles he has written he quite forcefully reiterated this theme and repeatedly chastized educators of the deaf for failing to motivate higher aspiration levels among their students.

Though a complete recognition of all the individuals who have helped formulate and propagate Dr. Williams' philosophy is hardly possible, credit should be given to Dr. McCay Vernon (currently a professor at Western Maryland College and editor of *Annals of the Deaf*) for his efforts in the encouragement of deaf leaders. Also, various state and local vocational rehabilitation offices that have loyally supported his encompassing philosophy should be noted.

As for the future vocational and leadership development of the deaf American, Dr. Williams is very optimistic. He acknowledges his delight in seeing the Junior NAD program develop ambitious young deaf leaders and urges other deaf to become involved in dictating "our own future."

*Editor's Note:* This article was prepared as an assignment in the "Deaf Studies in Literature and Films" class, taught by Robert Panara, National Technical Institute for the Deaf. The project was suggested by the editor, and subsequent issues of *The Deaf American* will include other research reports of prominent deaf Americans, as prepared by NTID class members.

THIS MATERIAL WAS DESIGNED AND PREPARED BY STUDENTS IN THE NTID ART DEPARTMENT, IN-HOUSE CO-OP PROGRAM.



# New NTID Program Will Help Deaf Adults Continue Their Education

by Lee Murphy, Ed.D.  
Coordinator, Continuing  
Education Department  
National Technical Institute  
for the Deaf

**Dr. Lee Murphy coordinates NTID's Continuing Education program.**

"There will be an increase in the number of programs across various sectors that are involved in educating adults," predicts Harold L. Hodgkinson, executive director of the Professional Institute of the American Management Associations in Washington, D.C. Although the number of 18-year-olds will decline, the number of adults who will participate in lifelong learning programs enormously will increase the size of America's postsecondary operation. Hodgkinson estimates a 15 percent gain in the number of adults who will take courses as a means of becoming more literate, more concerned, more humane, and possibly more happy.

## Continuing Education - Education for All Adults

Because the concept of continuing education has expanded to include learning as a lifelone activity, adult education will become a primary focus of educational programs for the 1980's. Deaf adults must consider ways to participate in these programs. Each year nationally, 137,000 college graduates (25% of all graduates) cannot find employment equal to their level of preparation. These hearing graduates are seeking the same job openings as the graduates of post-secondary programs for the deaf. And the job market is becoming increasingly more competitive. In addition to finding a job, the average person in the United States changes jobs several times during a career. NTID graduates have a strong need to cope with job and career changes. NTID's alumni and

other deaf adults throughout the country need guidance on how to become lifelong learners to enjoy more fully all the benefits that life has to offer.

NTID is one of 10 colleges of the Rochester Institute of Technology (RIT), Rochester, N.Y. Together with RIT's College of Continuing Education, NTID is committed to offering alternatives to traditional fulltime programs. Deaf adults need alternative opportunities to "earn a living and live a life."

## The Money is There

Business and industry spend billions of dollars annually to prevent employee obsolescence in technical and professional areas. Their interest, coupled with declining college enrollments, has sparked development of model programs for adult lifelong learning. Continuing education and employee training programs provide new opportunities for former students. Hodgkinson predicts that by 1985 more than 300 industries will award degrees through corporate universities. Continuing education programs are essential for maintaining high levels of technical competence. The alternative is a potential loss of job and self-confidence. Deaf employees must seek admission to these programs.

## Addressing the Needs of NTID Alumni

More than 700 NTID graduates need to update and develop their job competencies. Data processing students for example, need further study in computer language, the architecture of operating

systems, and further knowledge of new hardware systems. NTID feels that advanced courses in English are needed as well as more practical courses that teach values, parenting, insurance, consumerism, and job/life coping skills, for example.

NTID's Continuing Education department, in collaboration with RIT's College of Continuing Education, is now developing a program for alumni and other interested deaf adults who live in the Rochester area. Based on the experiences of this program, RIT and NTID will then design a national continuing education outreach effort for NTID alumni.

## How Will NTID Provide Continuing Education?

NTID's Department of Continuing Education is a change agent. Institutions of higher education, business and industrial training programs, other agencies, such as school districts and community colleges who provide continuing education, will start to think seriously about the deaf adult employee/student. Cooperative programs will emerge from a sharing of needs. NTID will not so much provide the education needed by the alumni as it will consult in cooperative planning sessions with other providers. NTID graduates and deaf graduates of other postsecondary programs will then be able to participate in the same opportunities that hearing employees have.





Ramendra Roy works in Rochester, N.Y., and felt that improving his reading and writing skills would help him get ahead on his job at Xerox.



NTID alumnus Sophie Bleiweiss was one of 20 participants in NTID's first Continuing Education class.

### NTID's Continuing Education Objectives

The primary goal of continuing education at NTID is to coordinate services, courses, and programs which provide alumni and other deaf adults with educational opportunities for career development and enhancement.

NTID's Department of Continuing Education has these objectives:

- To promote quality life-long learning

among NTID alumni both locally and nationally and other deaf adults in the Rochester area;

- To plan with the RIT College of Continuing Education and other institutions and agencies how to accommodate deaf learners including recruiting and advising;
- To help prevent job obsolescence among the alumni locally and nationally, by coordinating their enrollment into skill and career development programs;

### The Key to Success

The ultimate success of NTID or any other postsecondary program for the deaf lies in the successes of its graduates. Career change is an inevitable fact of life for the vast majority of people living in the United States. NTID's Department of Continuing Education looks to the 1980's as a time for its alumni and other deaf adults to cultivate independence and self-assurance as they develop and modify their careers.



From left, Howard Mann, NTID Alumni Relations specialist, and Alice Beardsley, NTID interpreter, attended a Continuing Education awareness meeting at Rochester School for the Deaf. Duane Rupert, assistant director of a local high school's continuing education program, and Dr. Lee Murphy, coordinator of NTID's Continuing Education program, spoke to more than 100 deaf adults.



During the last hour of the continuing education class, specially invited guests gave demonstrations on disco dancing and other activities. Disco instructor Don Heffernan is the son of deaf parents.

THIS MATERIAL WAS DESIGNED AND PREPARED BY STUDENTS IN THE NTID ART DEPARTMENT, IN-HOUSE CO-OP PROGRAM.

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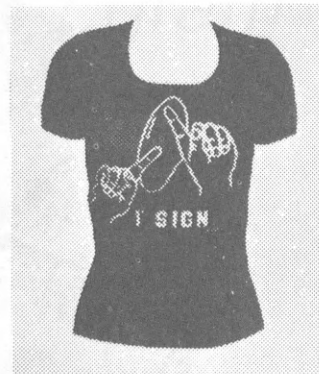
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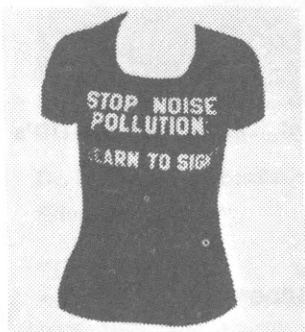
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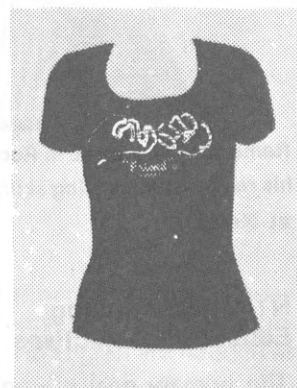


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**More than 30 children were aboard the overturned and burning bus.  
Yet—oddly—approaching rescuers heard no screams.**

## Bus of Quiet Terror

By STANLEY L. ENGLEBARDT

The yellow school bus had gone about 100 yards up the sharply curving northbound access ramp to Interstate 81, near Nanticoke, Pa., when its right front tire suddenly slipped off the asphalt pavement. As the driver wrestled for control, his vehicle shot across the road shoulder, rode up a steep, rocky embankment, rose high in the air and rolled over onto its left side. A tongue of flame and oily smoke curled out from the hood amid sounds of shattering glass and crumpling metal. Then all was quiet.

Bill and Karen Durdon of Conyngham, Pa., had recently returned from a mountain-climbing vacation in Wyoming. On this afternoon—it was Sunday, September 17, 1978—they decided to look for a rock face on which to practice their mountaineering skills. Near the Nanticoke exchange on I-81, Bill spotted a promising rock formation off to the right and eased his car into the exit. But the exit lane curved away from the rock. Bill decided that the entrance lane, which curved in the other direction like the second leg of a spread bobby pin, would bring them right under it.

At the end of the exit ramp he U-turned and headed back up toward I-81. About 50 yards into the entrance road, the Durdons saw a cloud of dust rising from the shoulder of the road. Then they glimpsed a horrifying sight: a school bus rolling over on its side. *It's Sunday*, Bill thought as he pulled up 25 yards behind the stricken vehicle and sprang from the car. *No kids on board.*

Karen was of the same mind as she sprinted toward the bus. But suddenly the rear emergency door, which was hanging down from its hinges, swung out just far enough to let a small boy dribble onto the ground. A second later another boy and a girl dropped out the same way.

Karen, closest to the door, lifted it to give the children more room. She was about to let it drop when she glanced inside the bus.

What she saw filled her with terror. The front third of the bus was ringed by fire, while black smoke billowed through the rest of the cabin. The space

between the tops of the seats and the roof was littered with suitcases, and on top of or mixed in among them were dozens of dazed or struggling children.

Fifteen minutes before, having picked up the last of its 34 weekending passengers, the bus had been heading back to the Scranton State School for the Deaf. What the Durdons couldn't know was that all the youngsters on board (ranging in age from 9 to 17) had severe hearing and speech impairment. Most wore hearing aids to amplify the small spectrum of sounds they could pick up. In the terror that followed, most of the hearing aids were torn from their ears and lost among suitcases and packages.

"Be calm and come to the back of the bus," Karen shouted. But the children paid no attention. Instead, they skirted the flames to scamper out through the broken front window.

A few seconds more, though, and fire and smoke sealed off this passage. Only then did the children notice the open rear emergency door and stumble toward it. Some fell, adding to the number entangled among or pinned under suitcases.

"It was a chaotic scene," Karen recalls. "But the children were amazingly disciplined and concerned about each other." She saw older kids pull younger ones out from among the bags and herd them toward the rear door. Some came out holding hands, leading and pulling each other in a human chain. As they approached the emergency door, Bill leaned in and helped them along. (The driver of the bus was injured in the accident.)

But the evacuation process was fearfully slow. Only about a dozen children managed to get out in the first minute; more than 20 were still trapped in the bus. The gas tank had apparently ruptured, and fuel-fed flames were licking back along walls and floorboards. And the burning vinyl fabric of the seat covers was giving off choking, acrid fumes.

Some of the children were becoming confused in the smoke. Still not realizing they were deaf, Bill shouted, "Stay calm," emphasizing his words with a

palms-down gesture. A teen-ager saw Bill, nodded slightly and—mistaking Bill's meaning—obediently sat down. Frantically, Bill motioned him to get up and "Come on out this way!"

Bill exchanged a quick look with Karen, then plunged into the bus. At first he tried to reassure the youngsters and help them wade through the bags. While they couldn't hear him, his calm presence got several of them up and moving toward the emergency door.

But the dense smoke cut visibility to inches, and the flames were producing a steady roar. "My God," Bill shouted back to Karen, "this thing is going to blow!"

Abandoning his calmness, Bill tore through suitcases, tossing them aside wildly and shoving youngsters toward the door. "I grabbed onto any part that was handy," he recalls, "just as long as I could move them to within Karen's grasp."

Jim Kessell and Steve Christina of Jeddo, Pa., were heading south on I-81 when they saw smoke billowing ahead. They guessed that it was an auto accident but could hardly believe the sight that greeted them: smoke-blackened children huddled on the center strip; a blazing, overturned school bus; a young woman struggling to hold open the emergency door.

As they pulled up and raced across the exit ramp to help, they could see kids near the emergency door in the rear of the bus. Jim, a strapping automotive mechanic, grabbed the emergency door just as Karen's strength was giving out. Meanwhile, Steve, who uses crutches as the result of an accident, leaned into the cabin, using a wooden crutch to fish out children.

Inside the bus, Bill was fighting new problems. "The smoke was making me sick and disoriented," he remembers. "I thought I might pass out and go up with the vehicle. And I wasn't even sure anymore where the emergency door was located."

But he kept searching and eventually found a boy half-buried under luggage. *Make it the last one*, he prayed. As he gripped the back of the boy's sweat-

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shirt, he spotted a second child just behind the driver's seat, completely ringed by fire.

Bill took a couple of steps backward, dragging the first boy "like a sack of potatoes" with him. Just then there was a dull explosion up front. Voices from the rear were urging him to get out before the whole bus went up. As he stepped back again, something caught his shoes and tore them from his feet. He continued barefoot, homing in on Jim Kessell's voice, which kept repeating, "This way, son . . . this way." Finally, powerful arms reached in and pulled them both from the cabin.

"There's another kid in there!" Bill yelled. "Up front!"

"Don't worry," Steve replied, leading Bill to fresh air. "We'll get him."

At this point, there was a steady wail of sirens as emergency vehicles from eight towns converged on the scene. Among the early arrivals were Monsignors John Dougherty and Paul Terraciano and Fathers Francis Callahan and Joseph Rauscher, all of the Diocese of Scranton, returning from a Sacred Heart Congress. While Dougherty went to see if he could help at the bus, the others tended to the children. Until then, nobody had realized that the youngsters were deaf. But Fathers Callahan and Rauscher knew sign language and recognized the problem immediately. With communication established, they began to sort out those most in need of medical attention.

At the bus, Steve, Jim and Monsignor Dougherty were wondering how they could reach the remaining fire encircled youngster when someone handed Jim a fire extinguisher. "Let's go!" Jim shouted, using the extinguisher to clear a path to the boy. They passed him hand to hand to safety.

The rescuers were now convinced they'd removed the last child. But several kids kept forming what sounded like the name "Barbara." "Must be another kid in there," Steve said. They lifted the emergency door again and peered through the smoke. Sure enough, just a few feet inside, a head and an arm poked up through a mound of luggage. Bill must have walked over the youngster several times without realizing he was there. Now hands reached in and yanked him free.

Was this "Barbara?" As it turned out, none of the children had known whether everyone on the bus was out. They were simply asking for Barbara Graham, the school audiologist. Without her—and without the hearing aids she provided—they felt cut off from the speaking-and-hearing world of their rescuers. Yet in asking for her they had saved one of themselves.

There was no longer any question about hunting for more victims, as two fresh explosions tore through the bus. "I don't think anyone could have survived those explosions," Karen says.

Only five or six minutes had gone by since the Durdons first saw the bus settle on its side. Others had taken charge now. When Bill stopped a state trooper to explain that he'd witnessed the accident, the officer was too busy to listen. A policeman did take their names and addresses, but with the arrival of ambulances and fire trucks, officers started to clear the area. One trooper, using a loudspeaker, threatened \$35 fines for any car parked on the shoulder. "Let's get out of here," Karen suggested.

The Durdons rode home in growing disbelief at what they'd gone through. They called a neighbor to tell him what happened. "I just heard about that accident on the evening news," the friend said. "All the kids were saved."

"Thank God," Bill breathed. "Now I can relax."

It wasn't until the next evening that the Durdons' phone started ringing. Someone had remembered their heroic effort, and a policeman had come up with their names. The callers were parents, school officials, friends, relatives, well-wishers. All wanted to say "thank you."

Bill claims, "We just did what had to be done." Even so, several organizations have cited both Durdons for heroism, along with Steve Christina and Jim Kessell. But it's not medals and plaques the Durdons drag out when talking about the accident. Instead, Karen likes to show you a large envelope filled with cards and letters sent by the children and their parents. One message, in a youthful scrawl, says, "Bless you for stopping and caring. It's people like you who make everything in the world look good."

\* \* \*

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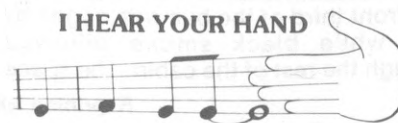
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## Mediagraphy On Deafness Lists Media Titles, Sources

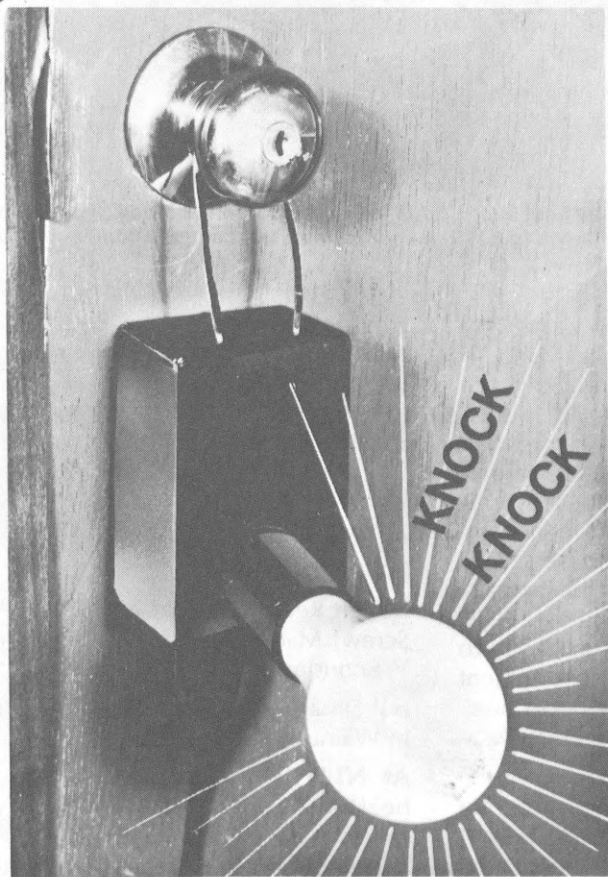
A *Mediagraphy on Deafness and the Deaf*, compiled by Thomas R. Harrington at the Gallaudet College Library, has just been released by the ERIC Document Reproduction Service. Its 269 pages contain information on 951 nonprint media titles available from 277 sources for the instruction, information or entertainment of the hearing impaired, and for the information or instruction of the hearing in areas related to deafness. Also included in the *Mediagraphy* are lists of sources of captioned filmstrips and of captioned films, and a brief bibliography of additional helpful sources.

Reproduction and distribution of the *Mediagraphy on Deafness and the Deaf* is handled by the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, to whom all orders should be sent, citing the order number ED 169 721. It is available in microfiche and in hard copy (paper).

As the first comprehensive document of its kind, the *Mediagraphy* should fill a need in nearly every organization or agency serving the hearing impaired.



**HELEN KELLER NATIONAL CENTER ASSISTANT DIRECTOR**—Jules Cote has been appointed as an assistant director of the Helen Keller National Center for Deaf-Blind Youths and Adults, headquartered in Sands Point, New York. Mr. Cote, who holds an A.B. from Dartmouth College and an Ed.M. from Boston University, comes to the Helen Keller National Center from the South Dakota School for the Visually Handicapped, where he held the position of Superintendent. It was his experience at the Perkins School for the Blind in Watertown, Massachusetts, that provided his initial contact with members of the deaf-blind population. In addition to his duties as an instructor, he was also housemaster of a cottage where deaf-blind students lived. His professional experience includes being a consultant to the New Hampshire Commission for the Visually Handicapped, and Director of Services for the Blind for the New Hampshire Division of Vocational Rehabilitation. It was while working in these positions that Mr. Cote established a day program for deaf-blind children. When asked his personal philosophy relating to the field of vocational rehabilitation, he commented: "People tend to separate vocational rehabilitation from education. I see rehabilitation as a continuation of education to prepare the deaf-blind for work, the world, and a meaningful life."



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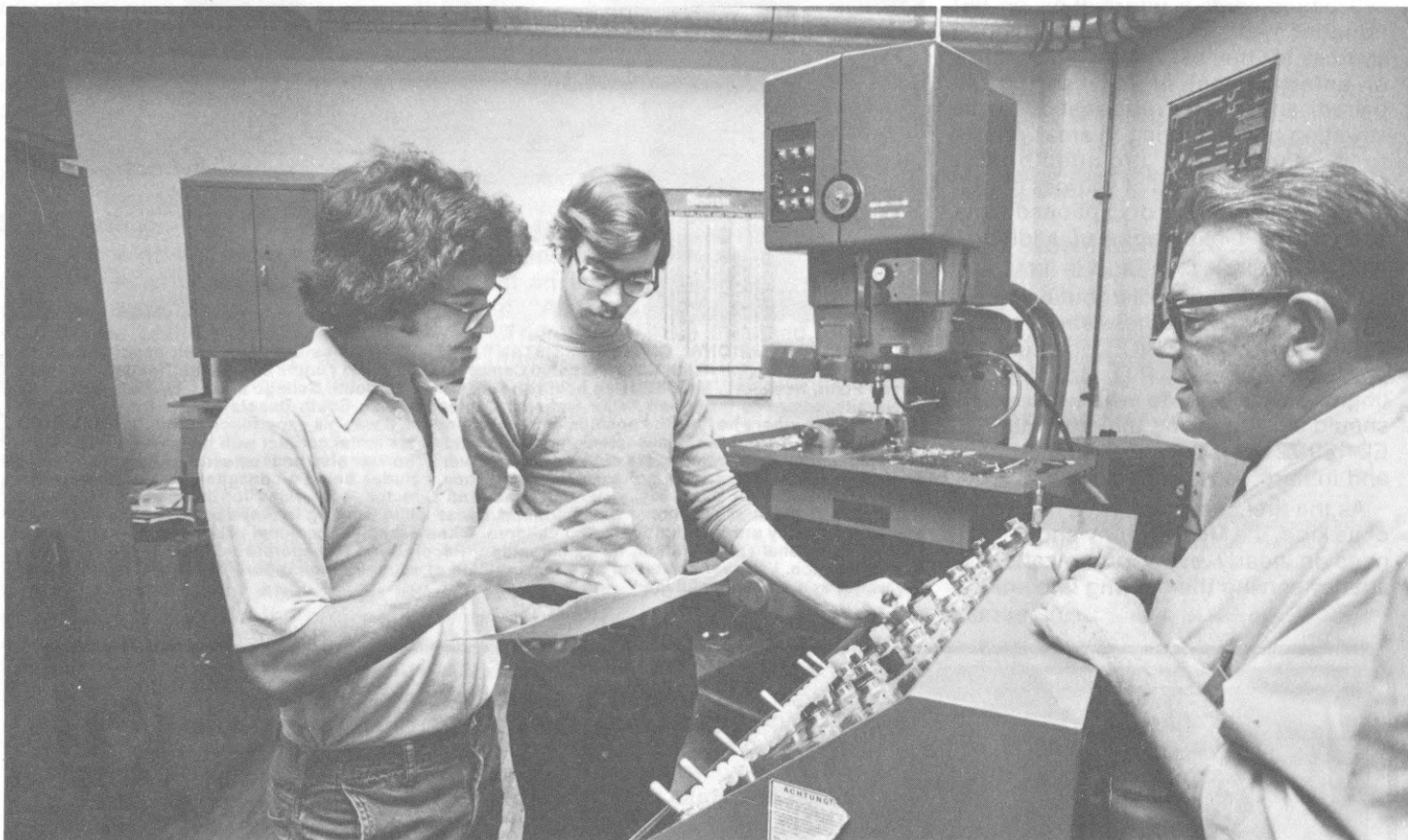
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# DEAF COLLEGE STUDENTS LEARN NUMERICAL CONTROL SKILLS



Left, Richard Kuebel (Guilford, Ind.) and Robert Freeman, (New York City) review final instructions for an NC job on the Moog Hydro Point Machining Center. Advanced NC students at NTID get the full range of experience in basic numerical control, from program writing of machining operations to monitoring of final machining.

**by Charles Barron,  
Associate Professor  
Engineering Technologies**

Since World War II, many national, regional and local surveys have shown that when the American economy is strong, there's a shortage of skilled labor, especially in the machining areas of manufacturing. And, despite today's inflationary problems, that's still true.

One of the first programs developed by the National Technical Institute for the Deaf to help train qualified deaf people for skilled technical jobs was our Manufacturing Processes Program. As a result, we have many qualified graduates, including those in the field of numerical control technology.

NTID is the world's only national technical college for deaf people. Established by Congress, and funded by the U.S. Department of Health, Education and Welfare, NTID provides technical and professional educational programs which enable deaf young people to become productive citizens. Designed to accommodate 1000 students, NTID is one of 10 colleges of Rochester Institute of Technology. NTID offers deaf students the opportunity to go to school in a hearing environment and thus make their transition to a hearing society easier and more effective.

## **High Placement Rate**

Today, our career placement program continues to enjoy one of the highest success rates of any college in the nation. Of all NTID graduates entering the job market, 97 percent have been placed in jobs - 93 percent in jobs commen-

surate with their educational levels. Many of them, such as our numerical control graduates, are now working in jobs never before held by deaf people. At least three graduates in the Class of '78 are working in numerical control jobs:

David Heyman is employed at United Pumps, San Jose, California;

Robert Rehböck works for Luebke Auto Screw Machine Corp. in Brookfield, Wisconsin;

Hal Simard works for Varien Industries, in Walnut Creek, California.

At NTID we firmly believe that our hearing-disabled young men and women are perfectly capable - in the areas of intelligence, concentration, curiosity, and ability - to learn technical skills so that employers can now tap what was previously an underpaid,



overlooked and under-employed wealth of talent.

By placing in our manufacturing process lab machines and processes not usually found in traditional school shops, we're able to provide paths to satisfying careers to our NTID students. Our automatic screw machine, plastics machines, welding and sheet metal machines, a 3D Pantograph, a complete modern N/C machining center, an electrical discharge machine, and a punch press, in addition to the usual traditional machines, help us teach skills which have lead to more job options for our students.

### Nature of the Program

The Manufacturing Process Program is designed to provide NTID graduates with machine skills that will let them function productively in a typical manufacturing environment. Graduates from this program can operate and set up all the basic machine tools used in the manufacturing process. They also have had hands-on experiences with advanced non-traditional types of machines.

### Length and Scope of the Program

The Manufacturing Process program is divided into two separate phases, each of which lasts 270 hours, or three academic quarters.

In Phase I, students attain skills on the traditional machine tools and complete three course levels in algebra and blueprint reading, geometry and trigonometry.

Phase II is devoted to advanced skills and experiences with the non-traditional types of machine tools. Students learn to work with electrical discharge machines, thermoforming plastics, automatic screw machine, a 3D Pantograph, and the bench turret lathe. Heat treatment, some numerical control programming and machining, welding, advanced precision measurement, manufacturing analysis, and metallurgy courses are also included. Many field trips are also scheduled in this phase.

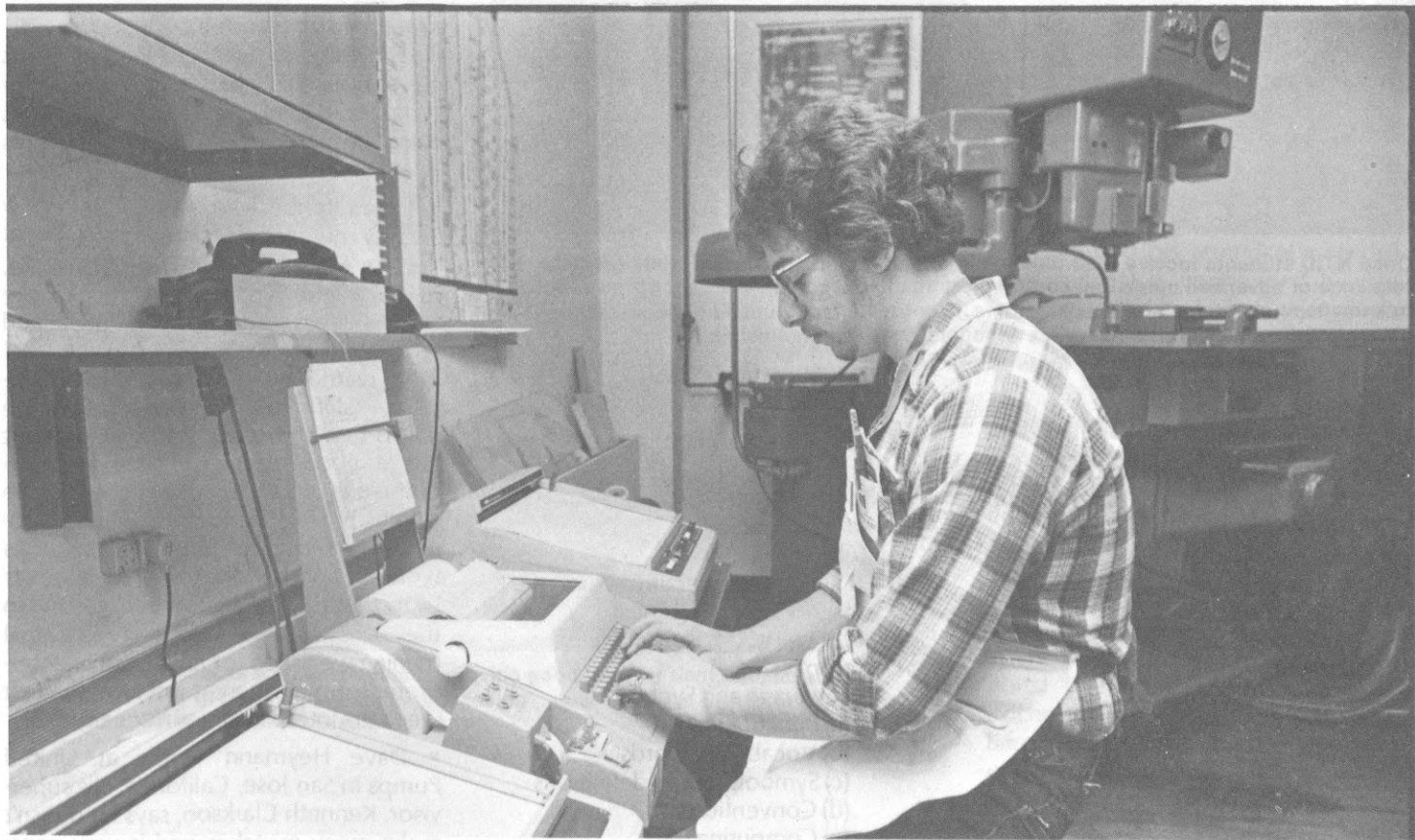
Successful completion of these courses, plus basic drafting and two trigonometry courses qualifies the student for a diploma in manufacturing processes. Once a student completes the diploma requirements, he/she may enter a two-quarter sequence of advanced numerical control programming, set-up, and operation. Completion of these courses qualifies the student for a diploma in numerical control.

Once a student begins the concentration on numerical control, the class assignments get increasingly specific

and intensive: Here's a summary of key topics covered:

### Numerical Control I:

1. Classification
  - A. Tape Standards & Specifications
  - B. Tape Punching Equipment & Materials
  - C. Binary Notation
2. Concept of Numerical Control
  - A. Traditional Machining
  - B. N/C Machining
  - C. Axes Designations
3. Classification of Point-to-Point Systems (Absolute/Incremental)
4. Programming (Manual)
  - A. Tab Sequential
  - B. Fixed Block
  - C. Word Address
5. Milling Operations - Point-to-Point
  - A. Parallel X Axis
  - B. Cutter Offset
6. Programming A Complete Work-Piece
  - A. Holes
  - B. Slots
  - C. Calculation - Coordinates
7. Linear Interpolation
  - A. Picture Frame Milling
  - B. Parallel-Center Line (Lathe)
  - C. Vertical-Center Line (Lathe)
  - D. Angles - Slopes
    1. Direction Sine Code
    2. Direction Cosine Code
    3. Feed



NTID student David Dietch, (Dobbs Ferry, N.Y.) teletypes machine control instructions to a California-based computer, which will automatically punch E.I.A. coded tapes for the N/C machine as output. The students also have access to a Hewlett Packard Plotter (foreground) that is interfaced with the teletypewriter.



Once NTID students receive their diploma in manufacturing processes, they can take a sequence of advanced numerical control programming. The curriculum requires students to know tape standards and specifications, how to use tape punching equipment and binary notation. Blueprint reading the trigonometry are prerequisites.

- 8. Circular interpolation
  - A. Arcs with Circular Interpolation
  - B. Arcs Without Circular Interpolation
  - C. Feed Rates
- 9. Computers - Digital
  - A. How they work
  - B. General Processors
  - C. Post Processors
  - D. Computer Assists for N/C
    - 1. Adapt (Contouring)
    - 2. Autospot - others
- 10. Control Systems
  - A. Closed Loop
  - B. Open Loop
  - C. Buffer Storage
  - D. Threading - Encoders

#### Numerical Control II:

- 1. Introduction

- A. Background and Evolution of Computers
- B. Point-to-Point and Continuous Path Programs
- 2. A. Teletype
  - B. Practice-enter Executive-Numerical Control System-QED
  - C. Practice-Log and Exit
  - D. Compact II
    - 1. Language and Syntax
      - (a) Punctuation
      - (b) Vocabulary words
      - (c) Symbols/geom. definitions
      - (d) Conventions
      - (e) Computing
- 3. A. Starting a Program
  - 1. Machine statement
  - 2. Identification statement

- 3. Set-up statement
- 4. Base statement
- 4. A. Geometry Statements
  - 1. General
  - 2. Machine Tool Reference
  - 3. Base statement
  - 4. Geometry definitions-general
  - 5. Point definitions
    - (a) in relation to base
    - (b) in relation to a previously defined point
    - (c) combinations of above
- B. Machine Statements
  - 1. General introduction
    - (a) MOVE statement
    - (b) CUT statement
- 5. A. Cutting Tool Information
  - 1. Tool Change
  - 2. Tool description
  - 3. Tool specs
  - 4. Speeds-feeds
- 6. A. Floating Top Statements
  - B. Bore statements
  - C. Deep hole drilling
- 7. Linear Arrays
  - 1. Rotation (angular)
  - 2. Rotation-polar coordinate form
- 8. Circular Arrays
  - 1. Clockwise-Counterclockwise
  - 2. Use of Start, Finish
  - 3. Skip usage
- 9. A. Patterns and Sets
  - B. Pattern Manipulation
    - 1. Translation
    - 2. Rotation

#### On-The-Job Success

The quality of tooling NTID students have available is part of the reason for their on-the-job success. Comments from employers of recent graduates bears this out:

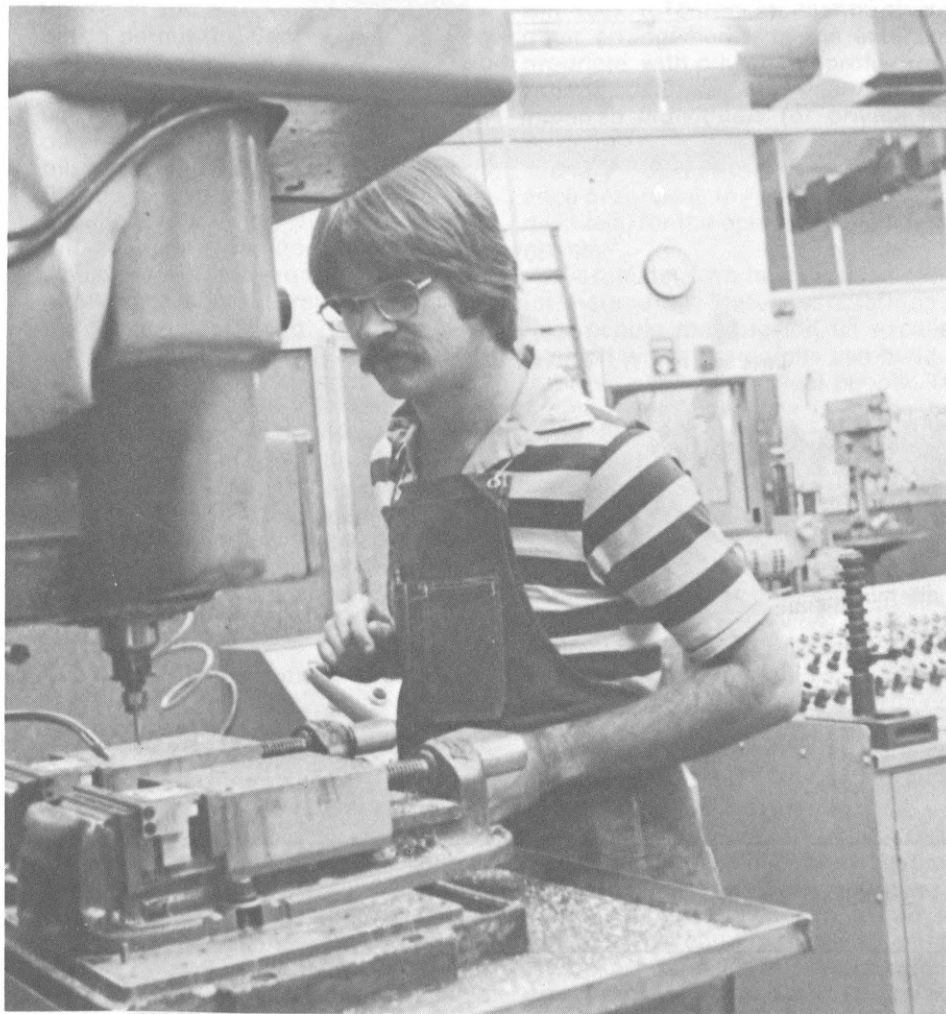
• Robert Rehbeck works on a Warner & Swasey numerical control machine at Luebke Automatic Screw Machine Corp. in Brookfield, Wisconsin. He helps make servo-sleeves, and handles advanced work with hydraulic pistons with .001 inch diameter tolerances. His supervisor, Glenn Wallschlaeger, says he learns fast and reads lips well. "Robert has a good attitude, is very quality-conscious, and likes the challenge. He caught on fast during the training program we set up for him and even does work on another NC machine. It's clear to us that he had a good background in the skills we need. During his initial training we asked for help from an interpreter from an agency, but after the first week the interpreter wasn't needed."

• Dave Heymann works at United Pumps in San Jose, California. His supervisor, Kenneth Clarkson, says he doesn't make many mistakes and is very conscientious. "We don't have to hound him that he's not on his job," Mr. Clarkson says. "He's not working on numerical



control right now because it's our policy to have every employee work at a variety of jobs to see how mechanically inclined they are, then consider them for our apprentice program. But he's working on a radial drill, and is performing some very complicated operations on the equipment such as drilling angles. In fact, Dave is able to help us communicate with the lead man on that machine, who is totally deaf but who can't read lips as well as Dave can."

- Hal Simard works on a Moog numerical control drilling machine for Varien Industries in Walnut Creek, California. His supervisor, Chuck Goodson, says he's very alert and careful about his work. "You rarely have to check Hal's work," he says. "He's very methodical about doing the setup and similar work. We're very happy with him."



**NTID regularly checks with employers to provide good jobs for deaf employees. Hal Simard, an NTID graduate in machine processing, now works at Varien Industries Instrument Division, Walnut Creek, California.**

## **Numerical Control Firmly Established**

Several years ago, numerical control was a relatively new manufacturing concept in the machining industry that came about as a result of the great technological advances in our space-age industries. Numerical control was developed to solve the problems discovered in making increasingly complex machine tools for the aerospace industries. Today, N/C machining is firmly established in industry.

Most students graduating from NTID's Numerical Control course will not simply walk into an advanced programming job after graduation. The degree of sophisticated knowledge needed for such a job requires most N/C program-

mers to go through an extensive apprenticeship.

As we see it, the most important thing NTID provides its students is "the climate for learning."

We give our students the chance to work on sophisticated equipment using the latest techniques so that when they enter the job market they are at least aware of these factors and are not overwhelmed when they report to their first jobs.

## **Co-op Work Experience Required**

Another reason NTID students do well on the job is the co-op work experience required as part of their college program. Though not formalized in the Manufacturing Process Diploma Program, each student must spend at least one semester or summer working in a job related to his major. One Numerical Control student who did this recently is James Farmer. He worked at the Naval Surface Weapons Center in Silver Spring, Maryland during his summer vacation, and won the company's "Summer Aide Award."

In recommending Jim for the award, his supervisor said:

"James has demonstrated outstanding performance in accomplishing all the tasks assigned him. These have included cataloging, inventory, cleaning and storage of precision tools normal to a machine shop. In addition, he has manufactured hardware to conform to drawing specifications supplied by the engineering staff. This has included converting raw stock to the finished product by using lathes, mills, drill presses, grinders, etc. James has always been punctual and his attendance record is perfect. He has cooperated fully with both co-workers and supervisors, worked industriously and has at all times been pleasant and courteous."

The decision NTID made a few years ago include a numerical control program continues to pay off. The benefactors: deaf students and their families, employers and, to be sure, the people of America.

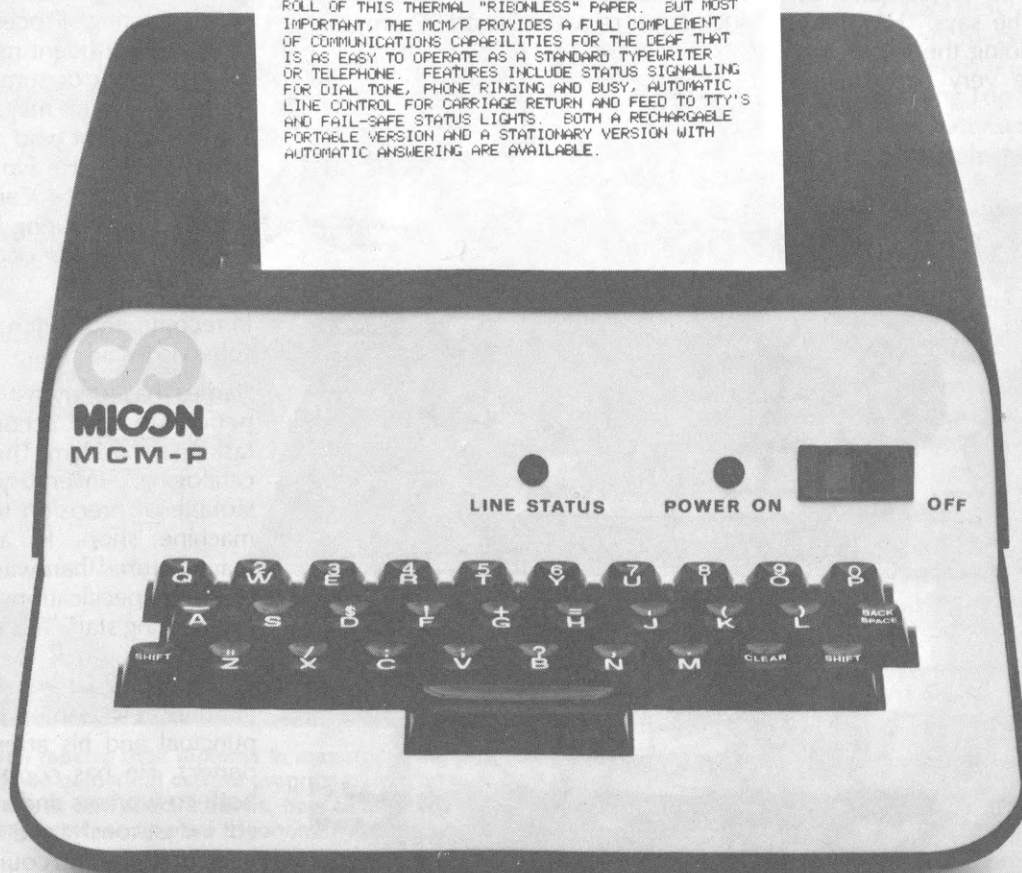
## **The Author:**

Charles Barron is an Associate Professor in Engineering Technologies at the National Technical Institute for the Deaf, Rochester Institute of Technology. Mr. Barron has more than 20 years' experience working with machines in industry, and has taught machining and numerical control for more than 15 years. He is author of the book, *Numerical Control for Machine Tools* (New York: McGraw-Hill), which has also been printed in a Japanese edition.

THIS MATERIAL WAS DESIGNED AND PREPARED BY STUDENTS IN THE NTID ART DEPARTMENT, IN-HOUSE CO-OP PROGRAM.

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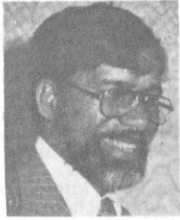


# NATIONAL ASSOCIATION of the DEAF

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Albert T. Pimentel, Acting Executive Director



## HOME OFFICE NOTES

By Albert T. Pimentel

The days pass much too quickly at the Home Office. For every project or item of business completed, five new ones always seem ready to take their place. Among recent items of business completed that may be of interest to our readers were: (1) NAD testimony in the House of Representatives opposing a bill to permit the Secretary of the new Federal Department of Education to waive requirements of laws when States wish to organize themselves in a way differently than the law requires. This bill was designed to permit the State of Florida to disregard the Vocational Rehabilitation Law. The NAD opposed this bill because deaf people in Florida would receive inadequate services if the requirements in the rehabilitation law were to be disregarded; (2) on a second matter, the NAD testified in the U.S. Senate to urge the issuance of regulations to get the 1978 V.R. Amendments with new important provisions for deaf people translated into action; and (3) on a third matter, the NAD testified in the Senate in support of minor amendments to Public Law 94-142 to provide for centralized educational evaluations in the States to be accomplished in cooperation with residential schools for the deaf.

The NAD is particularly excited with language in the vocational rehabilitation amendments of 1978, Public Law 95-602, that specifically says that nonprofit organizations comprised primarily of hearing impaired persons shall be given preference by State agencies interested in obtaining special vocational rehabilitation grants to provide interpreter services to deaf people. What the law encourages is contractual arrangements between State agencies and nonprofit organizations of deaf people. Most of our State Associations are well qualified legally and organizationally to meet this provision of the law. We are pleased that NAD legislative efforts have proven to be so successful in this effort. In my recent testimony before the U.S. Senate, I said, "We are immensely pleased with this new authorization by the Congress. We look forward to the commitment of funds, and to much

needed and explicit regulations to describe how this Section will be managed. Particularly, we want to take note of a critical and specific provision in the law which the Congress wisely included. I refer to paragraph 315(b)(3) 'provide assurances that the program will seek to enter into contractual or other arrangements, to the extent appropriate, with private nonprofit organizations comprised of primarily hearing impaired individuals (or private nonprofit organizations which have the primary purpose of providing assistance or services to hearing impaired individuals) for the operation of such programs;'"

"Fortunately, we have in this country long-standing State Associations of deaf people that provide an excellent base on which State units can build interpreter services for deaf people. This requirement in the law is in the best tradition of this Subcommittee's philosophy to help handicapped people help themselves. We appreciate the confidence that this Subcommittee has in the ability of hearing impaired people to achieve their own independence by assuming responsibility for the management of interpreter services designed to remove communication barriers. There is a good working relationship between deaf consumer organizations on both the State and National levels with the Registry of Interpreters for the Deaf, the organization primarily involved in developing the interpreter for the deaf movement in this country. In contrast to the paternalistic philosophy that prevails in many European countries in work with the handicapped, we are fortunate in this country to see an emphasis on assuring an important role for consumers in managing their own needs. The role of this Subcommittee in fostering this positive attitude is gratefully appreciated."

In our last notes, we mentioned that we were waiting for the District of Columbia's Department of Labor to renew our CETA Training Program. We are pleased to report that funding for an additional year has been granted. This means we can provide training for 40

more deaf persons during the coming year. We continue to explore possible expansion of our evaluation and training services under the leadership of Willis Ethridge, William Ray and Margaret Raines.

Assistant Executive Director Gary Olsen has been to the Home Office a number of times in recent weeks. It seems that no one who works for the NAD is permitted to hold only one job. Gary also is serving as the Centennial Convention Director. In this capacity, he has presented a good briefing on the Convention plans to Home Office staff members, so that we all can be better informed in order to respond to inquiries that come in for Convention information. A comprehensive convention information publication will be released shortly by the chairperson of the Public Relations Committee, Dr. Mervin Garretson. This publication, to be released in late November, and a new one in March, will make everyone else properly informed on the Cincinnati Centennial Convention. In my opinion, this is going to be one of the great NAD Conventions of all time. Deaf people, parents and professionals are in for a real treat. You will not want to miss it. As I look over the program, I am reminded of my childhood standing before the candy case in Mr. Walsh's store in my home town. I knew what I liked but I never quite knew what to choose.

The NAD Home Office often is a busy place seven days a week. The Maryland Association of the Deaf, now headed by Tom Cuscaden, likes to hold its Board Meetings at Halex House on Sundays. We like to see our building used this way, too. Also, the *Dee Cee Eyes*, the publication of the Metropolitan Washington Association of the Deaf, is put together by a small army of loyal workers on a monthly basis at the Home Office during weekends. Even at the noontime lunch break on weekdays we are frequently busy using the Home Office to evaluate films in order to formulate recommendations on which films should be captioned by Media Services/Captioned Films. Donna Cuscaden of our staff directs this film evaluation contract, which, in addition to some use of our employees, involves a number of outside persons who help in their homes to evaluate and select films for captioning. Through the leadership of Dr. Malcolm Norwood of the Bureau of Education for the Handi-

capped, the NAD has been involved in evaluating films for BEH for many years now. The joke around the NAD is that if you like the captioned films you see, remember that the NAD selects them for you. If you do not like an occasional captioned film you have seen, please remember that sometimes BEH does not send us very many good ones from which we can make selections.

The NAD Executive Board will soon be meeting in Los Angeles, California from November 29 through December 2. The Executive Board wants, to the extent possible, to take the NAD to the people. Hopefully, through the Branch Office activities, through regional conferences and through occasional NAD Board Meetings in various parts of the nation, more and more deaf people will begin to observe and participate in the NAD decision-making processes. The NAD will only continue to be a strong consumer organization when we carefully obtain and accurately reflect the desires of deaf people. We need to continue to remind ourselves of this at the Home Office. You good people out there need to help us represent your needs. It is always a pleasure to hear from you.

## NATIONAL ASSOCIATION OF THE DEAF

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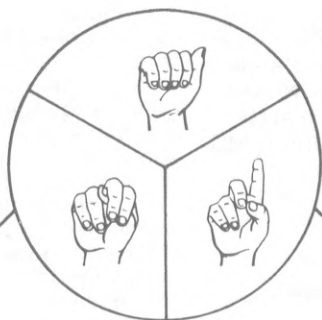
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## COMMUNICATIVE SKILLS PROGRAM

# Rolling Along!

The last few issues of *The Deaf American* have been quite close in distribution, and the November column can best be described as something that brings you "up to date". Before going on, CSP laments its loss of a vigorous supporter of communication rights with the death of the National Association of the Deaf Executive Director, Fred Schreiber. Fred's support will always be remembered warmly by many who were and are a part of the history of CSP.

CSP has experienced another loss with Sandy Trybus' resignation to pursue her new career elsewhere in the D.C. area. While CSP regrets her resignation we nevertheless wish her well in all of her future endeavors. In Sandy Trybus' place, we have Barbara C. LeMaster coming from Berkeley, California. Most inquiries regarding CSP can be handled through the office with Barbara. Welcome aboard, Barbara!

CSP has been involved in conducting a course for members of the Defense Intelligence Agency, a course organized by Ella Mae Lentz. In this assignment, CSP developed some instructional activities aimed to incorporate the principles of ASL in meaningful experiences for students, and as a result, has purchased some playthings. You may ask if CSP is going through a second childhood . . . NO! CSP assumes the attitude that learning ASL requires similar learning processes as when learning a native, or first, language—and don't we all learn our first language in the process of growing up? Are you curious about this simulated childhood learning technique? We may hear more about this and other learning methods in Charlotte Baker and Dennis Cokely's forthcoming book for sign instructors. We will inform

you when it becomes ready for distribution.

CSP's RSA grant-project has been given continued funding for 1979–80. This year's emphasis is on implementation of the curriculum for developing sign instructors, and on cooperation with the ten regional members of NCPTSLI. October 14 through 19, 1979, twenty people from the ten RSA regions were involved in a NCPTSLI Orientation Session where we discussed the NCPTSLI goals and curriculum. The regional members in attendance were: I) Cathy Cogen II) Mary Beth Miller; III) William M. Kemp, Pat Richey, Adele Shuart; IV) G. Douglas Tyler; V) Louise Milligan; VI) Carlotta Lockmiller; VII) Ed Franklin, Avis H. Smith, Irene Weber; VIII) Kenneth Bosh, Julie Ann McNeilly; IX) Lawrence R. Fleischer; X) Carolyn J. Whitcher. Others in attendance were: Lawrence Arthur (NTID), Kenneth O. Rust (Madonna College, MI), and James Woodward (Linguist). Special thanks to Larry Arthur, NTID, and RIT for all their help and for sharing the Eisenhower College facility with NCPTSLI. Eisenhower College is situated on one of New York's finger lakes and is in a completely relaxing setting—permitting each participant one full week of active and stimulating discussion of the goals and curriculum of NCPTSLI. Next on the agenda for NCPTSLI is staff development. Each individual program will work to provide its area with training opportunities for future and current sign instructors. The first course offerings may even start as early as January 1980, and most as soon as September 1980. A six-week sign language Instructor Trainers' Summer Institute is being planned for Program Member Coordinators/Instructors. More details about this will appear in future

issues of *The Deaf American*.

CSP has been on the workshop circuit since the last *Deaf American* column. The Sign Language Instructors' Pool, Inc. of Hartford, Connecticut had twenty people listening to ideas about teaching sign language on August 25th. Mel Carter, Jr. was the lecturer. The next workshop was held in New York for Sign Instructors at the New York Society for the Deaf. This covered all aspects of teaching Sign Language. Ella Mae Lentz and Mel Carter, Jr. spoke/signed to fifty-three participants in this two-day workshop on September 15 and 16. Tom Federlin was the organizer of the workshop. Tom is the Coordinator of Sign Language classes at NYSD.

Ella served as a consultant at a workshop for the National Interpreter Training Consortium and the Wisconsin Registry of Interpreters for the Deaf. Immediately following this, Mel Carter, Jr. was on hand at the first national Conference of Interpreter Trainers held at St. Paul Technical Vocational Institute. This conference drew about seventy trainers from the nation. The National Technical Institute for the Deaf and the St. Paul Technical Vocational Institute organized the conference with partial funds from the Office of Handicapped Individuals of the Department of Health Education and Welfare. Then the CSP staff was off to Rochester, New York for one week at a NCPTSLI Orientation session at Eisenhower College.

Following this Orientation Session, the CSP director was involved in a three day Conference for the Rehabilitation Region III Conference held in Morgantown, West Virginia, as a lecturer on one of the topics for "Bridging the Communication Gap". Al Pimentel, NAD's acting Executive Director was also on the program. Then October 26–28 was the weekend for Cleveland State University in which "Communication Rainbow" was the topic. This brings the reader up to date on CSP workshop activities.

SIGN evaluations were held in New York City October 19, 20 and 21. A record twenty-four persons took the SIGN evaluation. Plans for the next SIGN evaluations are now being considered. Since there have been quite a few people from the west interested in SIGN evaluations, a western location is being considered for an early 1980 date. An announcement will be made here in the next issue.

Next on the CSP calendar is a trip to each of the NCPTSLI Program Member's Sites for consultations. CSP will also be conducting workshops at Harper College in Palatine, Illinois, for Sign Language Instructors on November 10, 1979, at Denver, Colorado's Center on Deafness for Sign In-

structors on November 17, 1979, and at Madonna College in Livonia, MI for sign language students and interested persons on November 30 and December 1, 1979. In the not-too-distant future is, of course, the NAD Centennial Convention in which there will be a meeting of SIGN

members and sign-related workshops for interested individuals. SIGN evaluations will also be held during the convention week. Interested in SIGN membership? Contact the CSP office at NAD, 814 Thayer Avenue, Silver Spring, MD 20910.

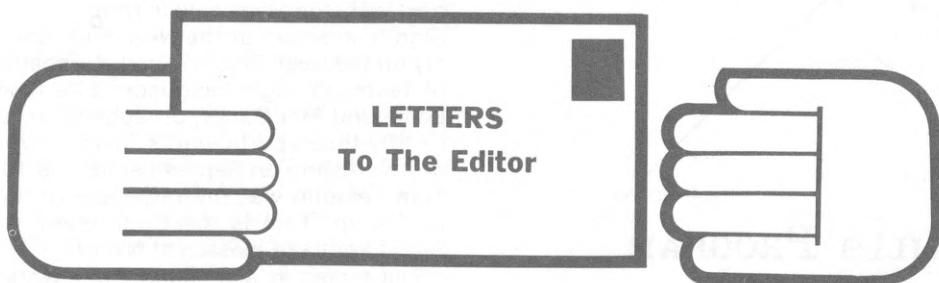
fort and ability, some deaf persons have demonstrated that they can function in this manner. Inasmuch as approximately a third of the words in the English language are not clearly distinguishable from the lips, other deaf persons find functioning in an oral environment is unsatisfactory and undesirable. They prefer to have speech supplemented by signs which combine to form a language which is immediately understandable and an adequate basis for learning. A problem arises from those persons who feel strongly that deaf persons should adapt to the hearing world and should have no means of communication other than residual hearing, speech-reading and their own speech.

#### Position

It is the position of the IAPD that communication is a basic human right; it is the means by which we learn and by which we relate to the larger society of which we are a part. For this reason, the IAPD supports the use of total communication with a deaf person when this is the most feasible, comfortable and satisfactory manner of communication. Communication is defined as a philosophy by means of which residual hearing, speech, speechreading, signs, fingerspelling and gestures are used simultaneously in communication.

#### Implementation

This position encourages the use of total communication in educational programs, work and social situations where one or more deaf persons are involved. The IAPD advocates that hearing people learn to use total communication as normally and naturally as they communicate with hearing people. The IAPD will periodically publish information on total communication and provide members with publications which will assist them to develop competence in this means of communication. The IAPD will also support to the extent possible, workshops and other activities directed toward promoting total communication.



Dear Editor:

Having just read the articles entitled "Early Detection and Training" and "What To Do If Your Child is Deaf" in the September 1979 issue of THE DEAF AMERICAN, I am moved to comment.

The articles presented the view of parents "training" children for optimal usage of residual hearing and speech. As the parent of a profoundly deaf 10-year-old boy, I strongly believe in the philosophy of total communication. I want to be a mother, not a teacher to my child. Joshua lived for three years without signing. It was a period of incredible frustration, for both Joshua and the rest of the family. It was a time of temper tantrums, physical pushing and pulling, emotional stress and anxieties about parenting abilities. Communication was non-existent. When we began to sign, a new world opened to Joshua and to us. We were able to share our lives in a free, full way. He relaxed in an atmosphere of acceptance and mutual communication. Free communication—the ability to talk about the butterfly in his cocoon; to talk about the nightmare he has had; to explain why there is frost on the ground; to get angry; to love and to share. I do not need to "know that my child doesn't understand every word." I don't need "extra patience and repetition of some words." I communicate with Joshua, as I communicate with my hearing son, and he communicates back in a 10-year-old way, with full language, full concepts and many innovative ideas. He is now functioning academically above grade level, is psychologically healthy with a strong self-concept and is a non-stop talker and signer. (He uses speech consistently.)

The International Association of Parents of the Deaf, of which I am Executive Director, provides support and resource information for families of deaf children. We believe that communication is a basic right, and that deaf chil-

dren and their families benefit from a total approach to communication. IAPD has a statement on total communication as part of its Position Papers. I include IAPD's Position Paper and hope that future articles about children will include information on total communication and the IAPD.

We, as parents, are striving to raise our deaf and hearing children in the healthiest, most beneficial way possible, so they will grow to be a natural part of society, contributing with their highest possible potential.

For further information, please write:

IAPD

814 Thayer Avenue

Silver Spring, Maryland 20910

Jacqueline Z. Mendelsohn  
Executive Director

#### Position Statement

Subject: Total Communication  
Date: October, 1 1976

#### Problem, Issue or Condition

The incidence of hearing impairment in the total population is, fortunately, very small. Although there are approximately 14 million hearing impaired persons the total number of individuals who are experiencing deafness is less than two million. Of this number, many are later deafened individuals who have had the advantage of hearing during their formative years and who have normal speech. The half million persons, however, who are prelingually deaf are individuals who must live in an oral world without having had an opportunity to develop the tools (language) which is essential to communication in this world.

Hearing people, as well as some deaf people, subscribe to the deaf individual's conforming to the hearing world around him. With proper instruction, ef-

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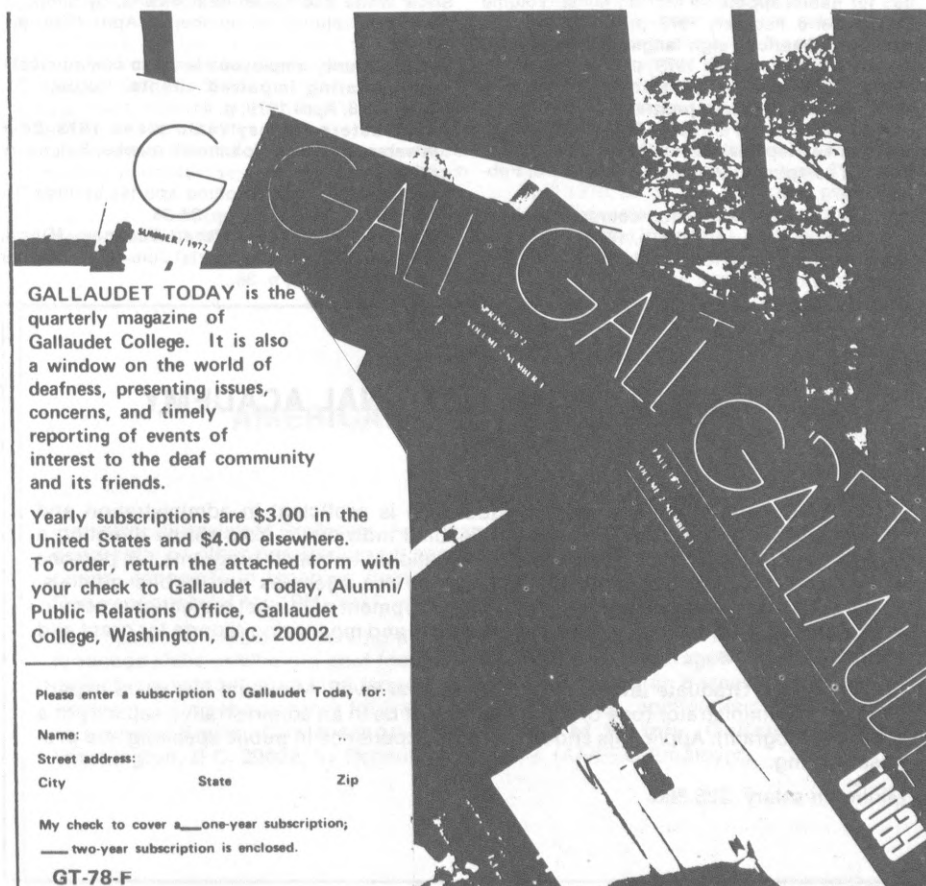
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Instructor or Assistant Professor, American History, with specialty in 19th Century U.S.; geography or other non-traditional specialization desirable. Ph.D. and teaching experience, especially in teaching reading and writing skills, preferred but not required. One year contract for 1980-1981, with possible renewal for 1981-1982.

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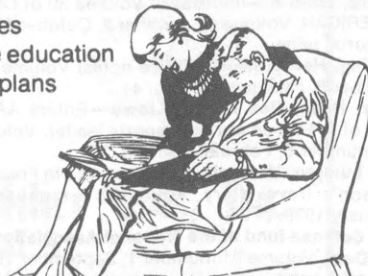
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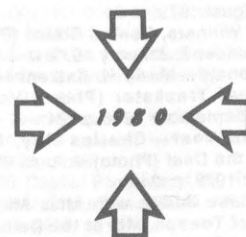
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# Harry Belsky's Scrapbook

## STUDY DREAMS OF DEAF

The dreams of persons who were born deaf are particularly vivid in color and three dimensional and frequent. Even their daydreams are often so vivid as to distract them from what is going on in the real world.

For the most part, they use the sign language in their dreams and do not try to communicate by nonverbal means such as posture, gestures and so on. In anxiety dreams, however, these deaf persons mainly rely on childhood "homemade" signs used by parents before the children learned the conventional sign language.

The dreams of those with acquired deafness were different. Especially those who became deaf late have dreams that lack color, vividness and sign language. This information about the dreams of the deaf was gathered by Drs. Mendelson and Solomon of Harvard Medical School and Dr. Leonard Siger of Gallaudet College.

The data were obtained from psychiatric interviews with 26 totally deaf students at Gallaudet College. All the students were very proficient in the sign language.

The dreams of the congenitally deaf, they reported to the American Psychiatric Association meeting in Philadelphia, are similar to the fantasies of subjects in experiments of isolation and sensory deprivation who experience a free flow of vivid imagery.—Science News Letter, June 1959.

## OFFICIAL URGES PROGRAM TO TRAIN "HEARING DOGS" TO AID THE DEAF

Representative F. W. Richmond, Democrat of Brooklyn, urged the adoption yesterday of a Federal program to train "hearing dogs" for the deaf and hard of hearing, patterned after Seeing Eye dogs for the blind. Mr. Richmond announced the filing of a bill in Congress that would provide \$2 million to establish a program to train dogs to aid the deaf and the hard of hearing.

"There are more than one million people who could benefit by the availability of hearing dogs", Mr. Richmond said.

"A baby's cry, a knock on the door, a fire alarm or a burglar's entry are some of the thousands of noises of concern to the deaf or hard of hearing. In an experimental program by the Humane Society, the dogs are taught to run between

a sound and the owner until the owner notices the direction of the sound, Mr. Richmond said. The New York Times, 1978

## HELEN KELLER GIVES TO STRIKERS' FUND

Little Fall, N.Y. Nov. 20, 1912—A letter with a check of \$87 was received at the headquarters of the striking textile workers today. It came from Helen Keller, deaf, dumb and blind prodigy who wrote that she hoped the money would assist in the fight that the union is making here.

Miss Keller explained that she had personally earned the money by writing mottoes for Christmas cards, and said that she hoped the strikers would win their fight for better wages and improved conditions of labor.—Columbus Citizen, 1912

## Sign Language Interpreter

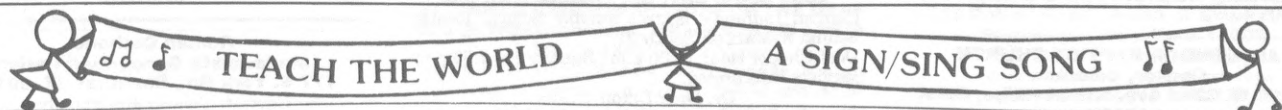
Under general supervision, provides state-wide interpreting services in legal, medical, crisis, social service, vocational, educational, public, personal, and social settings by using sign language; performs related work as required.

**Minimum Requirements:** Training or professional experience in interpreting and translating sign language and the spoken word. Must be willing to travel.

**Note:** Applicants should indicate on application if they possess current Comprehensive Skills Certificate from the National Registry of Interpreters for the Deaf, possession of Masters Comprehensive Skills Certificate, and/or especially training or experience in legal interpreting.

**Salary:** Progresses from: \$11,003.20 to \$14,560.00

**Send resume to or contact:** Eloise M. Lietzow, Director, Deaf Services of Iowa, State Dept. of Health, Lucas Bldg., Third Floor, Des Moines, Iowa 50319, Phone: (515) 281-4903.



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**A SIGN/SING ENTERTAINMENT  
TV PROGRAM FOR MY CITY!\***

\* NON BROADCAST VIDEO CASSETTE TAPES OF THIS PROGRAM ARE AVAILABLE FOR USE BY SCHOOLS AND LIBRARIES. WRITE FOR INFORMATION.

Hostess Rita Corey, internationally famous deaf entertainer, joins Ogden Whitehead, Donna Gadling and Ron Rhodes (all professional SIGN/SING talents) to bring hearing and deaf audiences 30 minutes of entertainment, fun, comedy, inspiration, sharing and deaf awareness. Invisible barriers of deafness come tumbling down as Rita and her friends add mime, dance and body language to their SIGN/SING performances of THE IMPOSSIBLE DREAM, WAY OVER YONDER, SIR DUKE and other songs. Our I HEAR YOUR HAND TV program is unique and exciting. Preview audiences including people at the National Association of the Deaf, Gallaudet Television, Quota International, 4H, National Grange and many others are enthusiastic. All are eager to see the program telecast to homes across the nation. Attractively priced program rental is aimed at making this program a TV barrier breaker, with its 3½ minutes of commercial time, (or use these spots for local participation on PBS stations). Groups may wish to cooperate in renting the program for their area. Write us for information today.



**I HEAR YOUR HAND**



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and  
CLUB DIRECTORY ADS

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## Church Directory

### Assemblies of God

At the crossroads of America . . .

**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
1175 W. Market St., Akron, Ohio 44313  
Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.  
Rev. John K. Sederwall, pastor, (216) 836-5530 TTY (216) 836-5531 Voice.

HURTING? God Cares for the Deaf.

**BETHEL TEMPLE FOR THE DEAF**  
of the Assemblies of God  
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All services in Total communication.  
Rev. Fred E. Gravatt, Pastor  
513-253-3119 TTY (Office)  
513-254-4709 TTY (Residence)

When in Baltimore, welcome to . . .

**DEAF ASSEMBLY OF GOD CHURCH**  
3302 Harford Road, Baltimore, Md. 21218  
Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.  
Rev. Bruce E. Brewster, pastor. Phone 467-8041  
Jesus said, "I am the way, the truth and the life."—John 14:6

### Baptist

**CALVARY BAPTIST CHURCH**  
Renton, Washington  
1032 Edmonds Ave., N.E., Renton, Wash. 98055

Pastor, Dr. Sam A. Harvey; Associate Pastor to the Deaf, Fred H. DeBerry. Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

**APPLEWOOD BAPTIST CHURCH**  
Denver, Colorado  
11200 W. 32nd Ave. Wheat Ridge, Colo. 80033

Rev. Gary Shoemaker, Minister to the Deaf  
Separate services in Deaf Chapel at 10:50 a.m. and 7:00 p.m.

Worship With Us

**FIRST BAPTIST CHURCH**  
529 Convention St., Baton Rouge, La. 70821  
Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.  
Telephone (504) 383-8566 (Voice or TTY)

**CALVARY BAPTIST CHURCH**  
Corner Cleveland & Osceola, Downtown Clearwater, Fla.  
Services interpreted for the deaf  
9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

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Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible and prayer, 7:30 p.m.  
Interpreters: Arlo Compher, Shirley Compher  
Pastor: James L. Parker, B. S., M. Div., Th. M.  
Phone (415) 569-3848 or 635-6397

**WEALTHY STREET BAPTIST CHURCH**  
FOR THE DEAF  
811 Wealthy Street, S.E., Grand Rapids, Mich.

Rev. Roger Kent Jackson, pastor  
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.  
Wed.: 7:00 p.m. Prayer & Bible Study  
Deaf Missionary Outreaches of our Church:  
Christian Captioned Films for the Deaf  
Christian Literature for the Deaf  
Christian Outreach for the Deaf

**BETHLEHEM BAPTIST CHURCH**  
4601 West Ox Road, Fairfax, Va. 22030  
Pastor: B. W. Sanders  
703-631-1112

All services interpreted for the deaf.

When in Greater Atlanta, Visit  
**COLONIAL HILLS BAPTIST CHURCH**  
2130 Newnan Ave., East Point, Georgia 30344

All services signed for the deaf. Sunday services 11:00 a.m. and 7:00 p.m. Take Highway 166—Main Street Exit. Phone 404-753-7025.

**FIRST BAPTIST CHURCH OF LAKEWOOD**  
DEAF CHAPEL  
5336 Arbor Rd., Long Beach, CA 90808

John P. Fatticci, Pastor to the Deaf  
Sunday 9:00 & 10:45 a.m.; Wednesday 7:00 p.m.  
Pastor signs and speaks at the same time. Usually the first Sunday of the month—Communion and worship with the hearing and deaf at 10:45 a.m. at the front of the big church.

**THE FIRST BAPTIST CHURCH**  
217 Dill Ave., Frederick, Maryland  
Robert F. Woodward, pastor  
David M. Denton, interpreter

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11:00 a.m., Morning worship service  
interpreted for the deaf  
A cordial welcome is extended

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Welcome to . . .

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Central Indiana's largest Sunday School, located behind K-Mart on South 31  
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Dr. Greg Dixon, Pastor  
Church office phone (317) 787-3231 (TTY)

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Interpreters for the deaf at the 11:00 a.m. worship service  
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8th & H Streets, N.W., Washington, D.C. 20001

Sunday School, 9:30 a.m. Worship, 10 a.m.  
Francis C. Higgins, leader, 937-2507

**22ND STREET BAPTIST CHURCH**  
6620 E. 22nd Street, Tucson, Arizona 85710  
Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard  
Interpreters: Murray and Nancy Machen  
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.  
Anyone traveling to or through Tucson will find a cordial welcome.

**FIRST BAPTIST CHURCH**  
14200 Golden West St., Westminster, Calif. 92683

Sunday morning Bible study, 9:30 worship, 11:00.  
Sunday night Christian life studies, 6:00; worship service, 7:00.

Recreation and social calendar on request.

Pastor, Robert D. Lewis  
Church phone 714-894-3349

Worship and serve with us at  
**FIRST BAPTIST CHURCH**  
510 West Main Avenue  
Knoxville, Tennessee 37902

Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m. Evening worship 7:00 p.m.

A Full Church Program for the Deaf

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Mrs. Leroy Spillyards, Interpreter  
Anton C. Uth, Pastor

When in the Nation's Capital . . .

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**FIRST BAPTIST CHURCH OF RIVERDALE**  
Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.

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Church office phone 277-8850

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103 West Columbia Street  
Falls Church, Virginia 22046

The Deaf Department invites you to attend Sunday School at 9:45 a.m. Worship services at 11:00 a.m. and 7:30 p.m. interpreted for the deaf.

**TABERNACLE BAPTIST CHURCH**  
Derry Rd., Rte. 102, Hudson, N.H. 03051  
Pastor: Arlo Elam

Interpreters: Frank and Carol Robertson  
603-883-4850 TTY or voice

All services interpreted for deaf. Sunday: Bible Study at 9:45 a.m.; worship at 11:00 a.m. and 6:00 p.m. Wednesday: Evening service 7:00 p.m.

### Catholic

**Roman Catholic**  
Immaculate Conception Parish  
177 S. York Rd., Elmhurst, Ill. 60126  
Contact: Deacon Jim Monahan,  
TTY 815-727-6411

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Fr. Jay Krouse, Director  
Mrs. Jan Daly, Director of Rel. Ed.

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(504) 949-4413 24-Hour Answering Service  
Office: Monday through Friday, 8:30 to 4:30  
Movie: Friday 7:30 to midnight (Hall)  
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Socials: Saturday, 8 p.m. to midnight (Hall)  
Hall: 2824 Dauphine Street, Phone (504) 943-7888.  
24-Hour Educational Service (504) 945-4121  
24-Hour TTY News Service (504) 945-7020  
Rev. Paul H. Desrosiers



**CATHOLIC OFFICE OF THE DEAF**  
155 E. Superior, Chicago, IL 60611  
Rev. Eugene A. Mulcrone, Director  
312-751-8370 (Voice or TTY)

**INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION**  
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71 Gough Ave., Toronto, Ontario, M4K 3N9 Canada  
Moderator, Rev. B. Dwyer  
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8245 Fisher, Warren, Mich. 48089  
TTY (313) 758-0710  
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Sister Dolores Beere, MHS  
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Masses are celebrated every Sunday at 11:00 a.m. in the sign language. Socials immediately follow in the hall.

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Mass is celebrated each third Sunday of the month at 2:30 p.m. in the sign language.

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at St. John's Church, Norwood Parish  
6701 Wisconsin Ave., Chevy Chase, MD 20015  
Services every Sunday, 10 a.m. For information, write or call Barbara Stevens, 10317 Royal Rd., Silver Spring, MD 20903, TTY (home) 301-439-3856, (office) 202-447-0560.

**MOTHER OF PERPETUAL HELP CHURCH OF THE DEAF**  
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## Church of Christ

**ROCKVILLE CHURCH OF CHRIST**  
1450 W. Montgomery Ave., Rockville, Md. 20850

Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.  
Minister: Don Browning  
Interpreter: Don Garner

**HUBER HEIGHTS CHURCH OF CHRIST**  
4925 Fishburg Rd., Dayton, Ohio 45424  
Signed Bible Classes and Worship Services  
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Service at 10:30 each Sunday  
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Maywood, California 90270  
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Bob Anderson, Minister (213) 583-5328  
Restoring Undenominational Christianity  
Worship, 11:00; Evening Service, 7:00

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Bible study, 9:45 a.m.; worship, 10:50 a.m. and 6 p.m. Wednesday Bible study, 7:30 p.m.  
Frank Rushing, Deaf Minister  
Office (615) 255-3807—Home (615) 361-0530,  
Both TTY or Voice  
"Promoting Christianity Among the Deaf"

## Episcopal

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Cleveland, Ohio  
Vicar: The Rev. Jay L. Croft  
482 Orlando Ave., Akron, Ohio 44320  
TTY 216-0864-2865

**THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES**  
Welcomes you to worship with us at any of our 75 churches across the nation.

For information or location of the church near you, consult your telephone directory or write to:

**The Ven. Camille Desmarais, President**  
2201 Cedar Crest Drive  
Birmingham, Alabama 35214  
or  
**The Rev. Robert H. Grindrod, Secretary**  
504 West Hanover Street  
Hanover, Pennsylvania 17331

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TTY 305-563-4508

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Rev. Edward Gray

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Services 11:30 a.m. every Sunday  
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Mail Address: 209 East 16th St.  
New York, N.Y. 10003  
In care of St. George's Church

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Philadelphia, Pa.

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When in historic Philadelphia, a warm welcome to worship with us! Services every Sunday, 1:30 p.m. St. Stephen's Church, 10th below Market, in Center City, Philadelphia.

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Services at 10:00 a.m. every Sunday. Voice and TTY (804) 643-3589.

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Rochester, New York 14609  
Services 9 a.m. every Sunday  
Contact: The Rev. Alvin Burnworth  
Voice or TTY 315-247-1436

**ST. BARNABAS' MISSION TO THE DEAF**  
St. John's Church-St. Mary's Chapel  
6701 Wisconsin Ave., Chevy Chase, MD 20015  
Services every Sunday, 10:00 a.m.  
For information, contact Barbara Stevens,  
TTY 301-439-3856

## Lutheran

**OUR SAVIOR LUTHERAN CHURCH OF THE DEAF**  
Meeting in the Gloria Dei Chapel of the Lutheran School for the Deaf  
6861 E. Nevada, Detroit, Mich. 48234  
Worship at 10:30 every Sunday (9:00 a.m., June, July, August)  
Rev. Clark R. Bailey, Pastor  
Phone (313) 751-5823

When in Minneapolis, welcome to ...  
**BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF**  
2901 38th Avenue South  
Minneapolis, Minnesota 55406  
Services 11:00 a.m. every Sunday (10:00 a.m. during June, July and August)  
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .

**EMMANUEL LUTHERAN CHURCH**  
**2822 E. Floradora, Fresno, Calif. 93703**

S. S. Class for Deaf Children, 9:15 a.m.;  
Every Sunday; Bible Class, 9:15 a.m.; Worship Service, 10:30 a.m. (interpreted).  
Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit  
**ST. MARK LUTHERAN CHURCH**  
**OF THE DEAF**

**421 W. 145 St., N.Y., N.Y. 10031**  
Sun. worship 2 p.m.—June-Aug. 1 p.m.  
Bible Class and Sunday School 3:30 p.m.  
Rev. Kenneth Schnepf, Jr., pastor  
Home Phone (914) 375-0599

Visiting New York "Fun" City?  
**ST. MATTHEW LUTHERAN CHURCH**  
**OF THE DEAF**

**41-01 75th St., Elmhurst (Queens), N.Y. 11373**

11:00 a.m. Sunday Worship (10:00 a.m. June-July-August)  
Rev. Frederick Anson, Pastor  
212-335-8141 or 516-248-2357 Voice or TTY  
1 block from IND-74th St./Roosevelt Ave.  
and IRT-74th St. Subways

Welcome to . . .

**HOPE LUTHERAN CHURCH OF THE DEAF**  
**4936 N.E. Skidmore, Portland, OR. 97218**

Worship every Sunday at 9:30 a.m.  
One block south of Prescott on 47th  
503-256-9598, Voice or TTY  
Rev. Shirrel Petzoldt, Pastor

In Indianapolis it's . . .

**PEACE LUTHERAN CHURCH FOR THE DEAF**  
**4201 North College Avenue**  
**Indianapolis, Indiana 46205**

Worship with Us every Sunday at 10:30 A.M.  
Total Communication Services.  
Pastor Marlow J. Olson  
TTY & Voice (317) 283-2623

Welcome to . . .  
**PILGRIM LUTHERAN CHURCH**  
**OF THE DEAF**

**3801 Gillham Road, Kansas City, Mo. 64114**  
Worship every Sunday, 11:00 a.m.  
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .  
**HOLY CROSS LUTHERAN CHURCH**  
**FOR THE DEAF**

**101 N. Beaumont, St. Louis, Mo. 63103**  
Just west of Rodeway Inn, Jefferson Ave.  
Worship every Sunday, 10:30 a.m.  
TTY (314) 725-8349  
Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH**  
**FOR THE DEAF**

**205 N. Otis, St. Paul, Minn.**  
Services every Sunday at 11:00 a.m.  
Summer services every Sunday at 10:00 a.m.  
Rev. Wm. Lange, pastor  
TTY 644-2365, 644-9804  
Home 724-4097

When in Central Texas, be sure to visit at . . .

**JESUS LUTHERAN CHURCH FOR THE DEAF**  
**1307 Newton Ave., Austin, TX 78704**

Worship every Sunday at 10:30 a.m.; Sunday School during school year at 9:30 a.m.  
Rev. Richard Reinap, Pastor  
TTY and voice (512) 422-1715; home TTY and voice (512) 441-1636.  
Just across the street from TSD.

**ROGATE LUTHERAN CHURCH**  
**OF THE DEAF**

**2447 East Bay Drive, Clearwater, Florida**  
**(Between Belcher and Highway 19)**

A church of the deaf, by the deaf, for the deaf. Our services are conducted in sign language by the pastors. Services 1st Sunday, 2:00 p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—531-2761.  
Rev. Frank Wagenknecht, pastor; Rev. Gary Bomberger, associate

**DEAF ZION LUTHERAN CHURCH**  
**1500 N.W. 27th Ave., Miami, Florida 33504**

Phones (with TTY): Ch. 688-0312 or 651-6720  
or 621-8950

Every Sunday:

Bible Class 10:00 A.M.  
Worship Service 11:00 A.M.  
Ervin R. Oermann, pastor  
Paul G. Consoer, lay minister

In North New Jersey meet friends at  
**ST. MATTHEW'S LUTHERAN**  
**CHURCH FOR THE DEAF**  
**510 Parker St. at Ballantine Pkwy.**  
**Newark, N.J. 07104**

(Bus No. 27 to B. Pkwy., 3 bl. West)  
Sundays, 10 a.m.; Thursdays, 8 p.m.  
Rev. C. Roland "G" Gerhold, pastor  
Need help? Phone (201) 485-2260

**ST. PAUL'S MISSION FOR THE DEAF**  
**OF GREATER HARTFORD**

**679 Farmington Ave., West Hartford, Conn.**  
Services every Sunday at 7:30 p.m.; Fellowship Guild, 4th Thursday at 7:00 p.m.

**ST. GEORGE'S MISSION FOR THE DEAF**  
**74 Federal St., New London, Conn.**

Services: 2nd, 3rd, and 4th Sundays at  
10:00 a.m.; Fellowship Guild, 1st  
Saturday at 7:30 p.m.

**ASCENSION MISSION FOR THE DEAF**  
**1882 Post Rd., Darien, Conn.**

Services: 1st, 2nd, and 3rd Sunday at  
2:00 p.m.; Fellowship Guild, 4th  
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar  
Episcopal Missions for the Deaf of Conn.  
23 Thomson Rd., West Hartford, Ct. 06107  
TTY (and voice) (203) 561-1144

## United Methodist

**CAMERON UNITED METHODIST CHURCH**  
**OF THE DEAF**

**1413 Sycamore, Cincinnati, Ohio 45210**  
Sunday Worship 11:00; Sunday Study 12:00  
Rev. Tom Williams, minister  
A place of worship and a place of service.  
All are welcome.

**FOREST PARK UNITED METHODIST**  
**CHURCH**

**2100 Kentucky Ave., Fort Wayne, Ind. 46805**  
Sunday School, 9:30 a.m.; church service, 11:00 a.m.  
Tuesday evenings, captioned movies  
Pastor Edward Vaught  
484-6696 (TTY and voice)

When in Metropolitan Washington, D.C.,  
worship at  
**WASHINGTON UNITED METHODIST**  
**CHURCH FOR THE DEAF**

7001 New Hampshire Ave., Takoma Park, Md.  
Worship Service in the Fireside Room  
at 10:30 a.m.  
Sunday School for hearing children  
Captioned Movies every first Sunday  
at 11:45 a.m.

Rev. LeRoy Schauer, pastor

## Other Denominations

**IMMANUEL CHURCH FOR THE DEAF**  
**657 West 18th St., Los Angeles, Calif. 90015**

Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

When in the Pacific paradise, visit  
**HAWAII CHURCH FOR THE DEAF**  
**3144 Kaunaoa Street, Honolulu, Hawaii**  
**96815**

Sunday School 9:15 a.m.; Worship 10:30 a.m. Wed.  
Bible Study and Fri. Fellowship 7:00 p.m. Children's  
weekday religious education classes  
Rev. David Schiewek, pastor  
For information call 732-0120

When in Atlanta, Ga., welcome to  
**CRUSSELLE-FREEMAN CHURCH**  
**OF THE DEAF**

(Non-Denominational)

**1304 Allene Avenue, S.W., Atlanta, Ga. 30310**  
Sunday School 9:45 a.m.—Worship 11:00 a.m. and  
7:00 p.m.

Wednesday Bible study and prayer 7:00 p.m.  
Rev. Wilber C. Huckleba, pastor  
Free Captioned Movie, 7:00, third Friday

**LRAID**  
**LITTLE ROCK ASSOCIATION OF THE DEAF, INC.**  
**9005 Lew Dr., Little Rock, Ark. 72209**

TTY (501) 565-4374  
7 p.m.-1 a.m., Fridays & Saturdays

**DEAF MISSIONARY CHURCH**  
**3520 John Street (Between Texas and**  
**Norvelle Ave.) Norfolk, Va. 23513**

Pastor, John W. Stallings, Jr.  
Sunday School, 9:30 a.m.  
Worship Service, 10:30 a.m.  
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)  
THE DEAF HEAR (Nationwide)  
Bible Study and Prayer—Wednesday 7:30 p.m.

**CHRIST'S CHURCH OF THE DEAF**  
**(Non-Denominational)**

Meets in First Christian Church building  
each Sunday.

**Scott and Mynster Streets**  
**Council Bluffs, Iowa**

Bible School, 9:30 a.m.; Worship, 10:30 a.m.  
Duane King, Minister  
Mailing address: R. R. 2, Council Bluffs,  
Iowa 51501

**RELIGIOUS EDUCATION OFFICE**  
**430 N. Center St., Joliet, Ill. 69435**

Contact: Deacon Jim Monahan,  
TTY 815-727-6411  
All in Joliet area welcome to signed Mass Service at  
10:45 a.m., 3rd Sunday, September through June.

When in Allentown, Pa., welcome to  
**LEHIGH VALLEY CHURCH FOR THE DEAF**  
**121 South 8th St., Allentown, Pa. 18101**

Services held every fourth Sunday of the month except July and August at 3:00 p.m.  
An Interdenominational Deaf Church  
Mrs. Grace A. Boyer, Director of Public  
Relations

**METROPOLITAN COMMUNITY CHURCH**  
**OF LOS ANGELES**

1050 S. Hill St., Los Angeles, Calif. 90015  
Sunday worship services,  
11:00 a.m. and 7:30 p.m., signed.

Interdenominational  
**SALEM DEAF FELLOWSHIP**  
Meets in THE CHAPEL rented from the First Free  
Methodist Church, 4455 Silverton Road (enter off  
45th).

**Salem, Oregon 97303**

Pastor William M. Erickson, Director  
Voice/MCM (503) 581-1874  
Sunday School 9:45 a.m.; worship 11:00 a.m. We are  
a cooperative ministry for the deaf by the churches  
of Salem. We welcome you to study, worship and  
fellowship with us.

**AMERICAN MISSIONS TO THE DEAF, INC.**  
**Rev. C. Ray Roush, Chairman**

**P.O. Box 424, State Line, Pa. 17263**  
**TTY 717-597-8800**

World's only independent, fundamental Deaf Mission Board—for and by the deaf. Deaf Evangelists for your church. Foreign missionaries to the deaf. Gospel magazine, "Hearing Hearts." Overhead transparencies for loan. Tracts and Bible Studies for the deaf. Write for more information.

**METROPOLITAN COMMUNITY CHURCH**  
**OF NEW YORK**

**201 W. 13th St. (at 7th Ave.)**  
**New York, N.Y. 10001**  
212-242-1212

Sunday worship services at  
Duane Methodist Church, 13th and  
Seventh Ave., 7:00 p.m. signed.  
Everyone is, naturally, welcome.



# CLUB DIRECTORY

## AKRON CLUB OF THE DEAF

1467 East Market St., Akron, Ohio 44305  
"A friendly place to congregate"  
Open Tues. & Thurs., 6 p.m.-11:30 p.m.; Fri., 6 p.m.-11:30 p.m.; Sat., 6 p.m.-1:30 a.m.; Sun., 6 p.m.-11:30 p.m.

In Atlanta, it's the  
GATEWAY TO THE SOUTH  
ATLANTA CLUB OF THE DEAF, INC.  
760 Edgewood Ave., N.E.  
Atlanta, Georgia 30307  
Open Every Friday and Saturday Night

CHICAGO CLUB OF THE DEAF  
4221 W. Irving Park Rd., Chicago, Ill. 60641  
Open Friday and Saturday evenings

The Showplace of the Southwest ...  
DALLAS ASSOCIATION  
OF THE DEAF, INC.  
4215 Maple Ave., Dallas, Texas 75219  
Open Wed., Fri., Sat. eve  
TTY 214-522-0380

When in Denver, stop by ...  
SILENT ATHLETIC CLUB OF DENVER  
1545 Julian St., Denver, Colo. 80204  
Open Saturday evenings

DETROIT ASSOC. OF THE DEAF, INC.  
1240 Third Blvd., Detroit, Mich. 48226  
Come to visit our new club when you are  
in Detroit. Open Friday evening,  
Saturday and Sunday

GREATER INDIANAPOLIS DEAF CLUB  
1917 E. 46th St. Indianapolis, Ind. 46205  
Open Wednesday, Friday and Saturday  
evenings  
Wayne Walters, president

In Hawaii, it's Aloha (welcome) from ...  
HAWAII CLUB FOR THE DEAF  
American Legion Auxiliary Hall  
612 McCully Street, Honolulu, Hawaii 96814  
2nd Saturday of each month, 7:30 p.m.  
Address all mail to:  
Mrs. Norma L. Williams, secretary  
727 Palani Avenue, Apt. No. 6  
Honolulu, Hawaii 96816

When in Houston, you are welcome  
to the  
HOUSTON ASSOCIATION OF THE  
DEAF, INC.  
606 Boundary St., Houston, Texas 77009  
Open Friday and Saturday evenings

LEHIGH ASSOCIATION OF THE DEAF  
121 S. 8th St., Allentown, Pa. 18101  
Open Friday and Saturday evenings  
TTY 215-432-7133  
Nelson C. Boyer, secretary

LRAD  
LITTLE ROCK ASSOCIATION OF THE DEAF, INC.  
9005 Lew Dr., Little Rock, Ark. 72209  
TTY (501) 565-4374  
7 p.m.-1 a.m., Fridays & Saturdays

When in New Hampshire, come to the ...  
MANCHESTER DEAF CLUB, INC.  
126 Lowell St., Manchester, N.H.  
Open every second and fourth Saturday of  
each month with free Captioned Movies

When in Illinois, visit the  
ROCKFORD DEAF AWARENESS  
ASSOCIATION  
Meets the third Thursday at 7:00 p.m. at the Seton  
Center, 921 W. State Street, Rockford, Illinois  
Mailing address: 405 Robert Ave., Rockford, Ill.  
61107

METROPOLITAN WASHINGTON  
ASSOCIATION OF THE DEAF  
3210-A Rhode Island  
Mt. Rainer, Md. 20822  
Open Friday, Saturday and  
Sunday evenings.  
When in the Nation's Capital,  
come and see us.

When in Oklahoma City, the OKIES

welcome you to

OKLAHOMA CITY ASSOCIATION  
OF THE DEAF  
1106 N.W. 15th St., Oklahoma City,  
Oklahoma 73106  
TTY 1-405-528-9771

Open every Friday and Saturday night.

When in Orlando, please come to the ...  
ORLANDO CLUB OF THE DEAF  
Loch Haven Park Neighborhood Center  
610 North Lake Formosa Drive  
Orlando, Florida 32803

Social and captioned movies on 3rd Saturday night  
of each month.

## PUGET SOUND ASSOCIATION OF THE DEAF

The Greatest and Oldest Club of the Deaf  
in the Pacific Northwest.  
Everyone heartily Welcome.

Open Every Second Saturday of the Month.

4136 Meridian Ave., North  
Seattle, Washington 98103

## SAN FRANCISCO CLUB FOR THE DEAF, INC.

530 Valencia Street  
San Francisco, California 94110  
Open Friday and Saturday nights.  
Sometimes Sunday.

Business meeting on 2nd Friday of month.

## ST. PETERSBURG ASSOCIATION OF THE DEAF, INC.

4255 56th Ave. N., St. Petersburg, FL.  
Largest club for the deaf on Florida's West Coast.  
Why not visit us? You will like us. Socials every 1st  
and 2nd Saturday evenings. Mail communications to  
W. H. Woods, Sr. Secretary, 3033 - 39th Ave. N., St.  
Petersburg, FL. 33714.

THE TAMPA CLUB OF THE DEAF  
(Windhorst A. W. Lodge No. 185, F&AM)  
5011 Nebraska Ave., Tampa, Florida 33603  
Open every 2nd Friday night.

LADIES SUNSHINE CIRCLE OF THE DEAF  
(Since 1914)  
Meets at 1223 S. Vermont Ave., Los Angeles,  
Calif. 90006.

Third Thursday of each month, 10:00 a.m.  
Augusta Lorenz, corresponding secretary  
7812 Borson St., Downey, Calif. 90242

THE CHARLES THOMPSON  
MEMORIAL HALL  
1824 Marshall Ave., St. Paul, Minn. 55104  
The nation's finest social club for the deaf  
Established 1916

## TACOMA ASSOCIATION OF THE DEAF

Welcome to

Community Hall, 4851 S. Tacoma Way  
Tacoma, Washington

Every 4th week of month. Social every other month  
from February. Meetings every other month from  
January.

Dorothy Hopey, Secretary

## When in York, Pa., welcome to THE YORK ASSOCIATION OF THE DEAF, INC.

208 N. George St. York, Pa. 17401

Open Wed., Fri., Sat. evenings  
Socials on 2nd and 4th Saturdays  
of month.

Business meeting on 2nd Friday of month  
Samuel D. Shultz, Secretary

## UNION LEAGUE OF THE DEAF, INC. Hotel Edison, 226 W. 47th St. New York, N.Y. 10036

Open noon to midnight  
Thurs., Fri., Sat., Sun., holidays  
Irving Alpert, president  
Henry Roth, vice president  
Max J. Cohen, secretary  
Milton Cohen, treasurer

## "OUR WAY"

To strengthen Jewish education and  
observance amongst the Jewish deaf  
National Conference of Synagogue Youth  
116 E. 27th St., New York, N.Y. 10016

## MIAMI ASSOCIATION OF THE DEAF 2136A N.E. 2nd Street, North Miami, Fla. 33162

Open first and third Saturday of  
every month  
Secretary: Eleanor Struble

## National Congress of Jewish Deaf

Alvin Klugman, President  
3023 Oakhurst Avenue  
Los Angeles, California 90034

Kenneth Rothschild, Secretary-Treasurer  
6 Overlook Drive  
Sloatsburg, New York 10974

Alexander Fleischman, Executive Director  
9102 Edmonston Court  
Greenbelt, Maryland 20770

1980 NCJD CONVENTION  
Granit Hotel & Country Club, Kerhonkson,  
New York  
August 17-24

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affiliated organizations, 20%; advertising agencies, 15%.

The DEAF AMERICAN is printed by the offset process. Advertisements  
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Send orders to The Editor, THE DEAF AMERICAN, 6374 Kingswood Dr.,  
Indianapolis, Indiana 46256.



# A Century of Deaf Awareness

NAD Centennial Convention

Cincinnati, Ohio

June 29-July 5, 1980



SEND IN YOUR REGISTRATION NOW AND \$AVE!

## REGISTRATION

NAME: \_\_\_\_\_ Local Hotel: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

### MEMBERSHIP (Check one)

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If you are not a member of any of the above organizations, you can join by paying the amount under each group. Your check (✓) indicates your choice (Can join more than one) \$ \_\_\_\_\_

Event/Item	Price List	(✓)
Program Book	\$ 10.00	_____
Registration Fee <sup>1</sup>		
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Student	5.00	_____
Non-member	25.00	_____
Grand Parade	5.00	_____
*Reception	15.00	_____
*"The Way It Was" Rally	10.00	_____
NTD/2 Workshops	18.00	_____
Centennial Lunch	15.00	_____
"Tales from a Clubroom"	10.00	_____
*Boat Ride	20.00	_____
Pageant/BANQUET	27.00	_____
Grand Ball	15.00	_____
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<sup>2</sup> Combo Ticket (before 1/1/80)	112.50	_____
SAVINGS	\$ 42.50	

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Stouffer's Cincinnati Towers

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No. of Persons	Arrival Date	Time	Departure Date
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☐ Yes ☐ No

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445 N. Pennsylvania, Suite 804  
Indianapolis, Indiana 46204

<sup>2</sup>PLUS 10% off the Combo price IF purchased BEFORE JANUARY 1, 1980

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BONUS OFFERING: 1. Exhibit drawing card for more prizes  
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The registration fee for students who are in elementary or secondary programs is \$5.00.

(Send in entire form with check)

SEND NO CASH!  
Make checks payable to:  
1980 NAD Convention  
Send to branch office.